

Spring 2002

USD Magazine Spring 2002 17.3

University of San Diego

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USD MAGAZINE



SPRING 2002

A Lesson in Faith

One man's passion leads to a school full of hope

Last Minute Spring Flings

No need to plan when it comes to Spring Break

the Stress Test

Why the SAT shouldn't rule a high school student's life

A JOURNEY OF

discovery

at the **UNIVERSITY of
SAN DIEGO**



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USD MAGAZINE

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USD Magazine is published quarterly by the University of San Diego for its alumni, parents and friends. Editorial offices: *USD Magazine*, Publications Office, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492. Third-class postage paid at San Diego, CA 92110. USD phone number (619) 260-4600; emergency security (619) 260-2222; disaster (619) 260-4534.

Postmaster: Send address changes to *USD Magazine*, Publications Office, University of San Diego, 5998 Alcalá Park, San Diego, CA 92110-2492.

(4/15 43,900)

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Off the Court

Behind the Scenes at the WCC Tournament



While perennial favorite Gonzaga prevailed at the 2002 West Coast Conference Basketball Tournament, the USD men's Toreros had the powerhouse worried with a scrappy second-round challenge, losing to the Bulldogs in the final minutes, 87-79. The women Toreros were knocked out in the first round by Santa Clara.

But not all the highlights of the tourney, held Feb. 28 through March 4 in the Jenny Craig Pavilion, made it to ESPN. Here's a few things you didn't see:



Allen "Murph" Jones '00

Sleeping Attire Optional

There's no question the Jenny Craig Pavilion is a comfy place for Torero fans, especially Allen "Murph" Jones '00. Jones was in the front row with the Hooligans — USD's rowdy student booster group — for the USD-University of San Francisco game decked out in the same striped bathrobe he's been wearing to games since his freshman year.

While the robe may be a sentimental favorite, there's no denying its special powers as a chick magnet. Jones was wearing the robe at the 2001 WCC Tournament when he met Lisa Mrkvicka, a Santa Clara University student. The two were engaged earlier this year. "The robe was definitely unique," Mrkvicka said. "I thought he was fun. Kinda quirky, but nice."

Evidently, fun-quirky-nice has its limits. Mrkvicka was taking in the game from behind the USF bench — directly across the court from her fiancé.

"It's our third game today," she said with a laugh, "and he's really loud. I needed a break."

Gettin' Jiggy With It

Frank Toddre, a junior majoring in history and political science, had just taken his courtside seat before USD's first-round game with USF when he got the call to enter the game. And he's not on the roster.

It seems the student who usually plays the Torero mascot was late, and Toddre got pressed into service by a frantic Renee Wiebe, assistant athletics marketing director, to get the home crowd pumped up.

"She just came up to me and said, 'Wanna be the mascot?'" Toddre said. He got five minutes of Mascot 101 before climbing into the 9-foot-tall inflatable suit. The regular mascot arrived shortly thereafter, but not before Toddre got a new appreciation for what it takes to be the top cheerleader.

"You look out of the chest, and that costume is a lot heavier than it looks," he said, the sweat still pouring off him minutes after removing the costume. "It was kinda hard to move my arms. I had a hard time raising the roof in that thing!"

The Number One Fan

While the Hooligans shouted themselves hoarse and the USD cheerleaders rallied the crowd during the games with USF and



Senior Andre Laws played his last game as a Torero against Gonzaga.

BROCK SCOTT PHOTOS

Gonzaga, the man who is undeniably the Toreros biggest fan stood on a chair in a corner of the pavilion, silently rooting them on.

Father J.J. O'Leary, who leads the team in prayer before every game, was with the team in spirit on every fast break, free throw, rebound and three-point shot.

"I spend all week with these guys," he said during a timeout, when he allowed his attention to be diverted from the court. "Every one of them is special to me. They are a remarkable group of young men."

The night before the crushing loss to Gonzaga, when Andre Laws' last-second jumper propelled USD to victory over USF, no player's smile was as broad as O'Leary's.

"We did it, we did it!" he yelled, shaking the hand of anyone who wandered by the team's locker room. "I am just so happy for these wonderful men. God bless them."

Please, Don't Take Your Ball and Go Home

During the tournament, WCC Commissioner Michael Gilleran announced the league's vote to recommend that the tournament return to the Jenny Craig Pavilion in 2003 and 2004. But not everyone was happy with the decision.

Moments after his Bulldogs defeated USD, Gonzaga coach Mark Few had a few choice words about the decision, saying the venue was unfair to his team, which was ranked seventh in the nation at the time.

"I thought long and hard about not bringing my team down here this week," he said. "We withstood a tremendous effort from San Diego. We didn't stop them, we just outscored them. To overcome that and the position this ridiculous league puts you in to come down here and play a home game on their court after being seventh in the nation ... I give a lot of credit to my guys."

Few's comments were perplexing to many. Gilleran refused to comment on the coach's claim about not showing up to the league tournament, dismissing it as "not in the realm of reasonable behavior."

Tom Lippold, USD's senior forward, merely shook his head.

"I don't know what he's complaining about," Lippold said. "If I had a team that good, I'd play in Siberia."

—TIMOTHY MCKERNAN

Q & A

with Jack Kelly Alumni Relations Director

A 1987 business administration graduate, Jack Kelly stepped into the alumni director's post last fall for John Trifiletti '78, whose Rolodex-like mind of the USD community is now spinning away as the university's director of major gifts.



Kelly brings to the job a background in the private sector, a unique connection with the university through his years as an alumni volunteer (his wife, Sue Ventimiglia Kelly '89, is a USD career counselor), and a love for the campus developed as member of the Phi Kappa Theta fraternity. He also has a very distinct vision for USD alumni.

Q What is your top priority as alumni director?

A To raise the profile of the Alumni Association. We need to establish a long-range plan and provide more professional enrichment opportunities, as well as social opportunities, for our folks.

There is a lot of programming that already exists — for example, the law school will have a speaker on civil rights, but only law alumni know about it, or the business school will have a forum on the economy or careers, but the word only goes out to those in business. We also need to raise our profile among alumni, and educate them on how important they are to the university's viability.

Q How involved are alumni with USD?

A We have a very dedicated core group of alumni. Our Alumni Board of Directors is responsible for the programming and benefits we offer, and the schools of nursing, law and business have alumni boards and committees volunteering their time and talent.

Another critical way alumni involvement is measured is through financial participation levels. That's how *U.S. News & World Report* measures alumni satisfaction with their education. Last year, 13 percent of our alumni gave to the university. Santa Clara University, which is comparable to us

in size, had a 30 percent participation level. Participation rates are even used when USD applies for research grants and other funding. So, your \$25 gift could result in a \$100,000 grant down the road. Over the next five years we'd like to be somewhere around the 30 percent level.

Q What if alumni can't participate financially?

A Part of what we haven't done is engage people who aren't on the alumni board in alumni board activities. We'd like to get them involved in regional alumni boards or on subcommittees. We have hosted programs in several cities this year, and we're looking at programming in Chicago, Washington, D.C., and Orange County to give our alumni the opportunity to get back in touch with USD. We'd like to develop a pool of talent among our graduates and call on them for certain events or projects.

Q What will it take to get those alumni not involved to get involved?

A We need to engage people socially and spiritually. We want to provide them access to all the things going on on campus. We want to connect people back to what they were involved with in school. So if you were in Associated Students, you would have an Associated Student alumni group or connection to others who were involved.

Q What can alumni do for USD?

A Stay in touch. Let us know what you are doing personally and professionally. Come back to USD — whether it's a campus or regional event. Assist us with parents programs like the Summer Send-offs. Make phone calls to students after they are accepted at USD to answer their questions. Go to college career fairs in your area and talk about USD. And feedback — you can tell us what we are doing right, but more important, what we aren't doing right.

Q What can USD do for its alumni?

A Take a close look at the benefits for our alumni, everything from basic discount programs for things like car rentals, to providing gap insurance between graduation and that first job, to creating professional development opportunities. We need to be aware of our alumni's wants and needs when it comes to what we can do for them.

Are you interested in serving your alma mater? Would you like to reconnect with your former classmates? Do you want to help promote USD traditions? Then a position on the USD National Alumni Board may be what you're seeking. Call the Office of Alumni Relations, (619) 260-4819, for information.



In the News



Bishop Buddy Award
recipient Dennis Wick '65

Give Them Some Props

Do you know of a former classmate who does extraordinary work on behalf of humanitarian causes or has a unique dedication to USD? If so, the Alumni Board wants to hear about them.

The board's recognition committee is seeking nominations for its two annual service awards — the Bishop Charles Francis Buddy Award, which recognizes

graduates devoted to social or charitable causes, and the Mother Rosalie Hill Award, presented to an alumna or alumnus who works tirelessly on behalf of the university.

Previous winners of the Bishop Buddy award include Dennis Wick '65, who pioneered a program for mentally retarded young adults in Southern California, and Cindy Basso Eaton '89, a member of Global Healing, a nonprofit that cares for children with heart

defects in the former Soviet nation of Georgia. Mother Hill winners include Annette (Russick) Welsh '79, who directed USD's liturgical music, and Sally North Asbille '82, who helped organize the Hughes Career Achievement Awards.

Nominations will be accepted until May 31 by the Office of Alumni Relations, (619) 260-4819.

The Misery of War

Considered one of the 20th century's great expressionist painters, French artist Georges Rouault also produced a landmark series of prints portraying the pain and suffering of World War I, as well as the accompanying faith, hope and redemption. The 58-print series, *Miserere*, is on display through June 1 in the Joan B. Kroc Institute for Peace and Justice.

The work is part of a collection of prints donated to USD by trustee Robert Hoehn and his wife, Karen. The collection also includes Francisco Goya's *Disasters of War* and Jacques Callot's *Miseries of War*, which were on exhibit earlier this year.

Gallery hours are noon to 4 p.m., Wednesday, Friday and Saturday, and

noon to 6 p.m., Thursdays. The exhibit is free and open to the public.

Sign Up for Summer School

Students can pick up some additional credits this summer and take courses as varied as Sports Marketing and Chinese History Through Film during six summer sessions. More than 100 classes will be offered, allowing students to take courses within their major or try out an interesting elective. For information or to receive a summer course bulletin, call (619) 260-4800, e-mail specialsessions@sandiego.edu or log on to www.sandiego.edu/specialsessions.



What Is It?

We'll be testing your knowledge and memory of Alcalá Park in each issue of USD Magazine by running photos of campus landmarks, hot spots and haunts. If you can identify the above photo, congrats, you've got a keen eye. If you need a little help, turn to page 28 for the complete picture.



The Diploma Goes To ...

One of the hottest tickets on campus — Commencement 2002 — got a little easier to score, thanks to a change in the



graduation ceremony lineup. Seniors will be given eight tickets each to the May 26 ceremonies in the Jenny Craig Pavilion, up from the six per graduate last year.

By holding the arts and sciences ceremony at 9 a.m., and the business, education, nursing and diversified liberal arts ceremony at 2 p.m., organizers were able to distribute more tickets to graduates. In case graduates have more guests than tickets available, a simulcast of the ceremonies will be held in the University Center. A reception open to all graduates and their guests will be held at 11 a.m. between the two commencement ceremonies.

Law graduates will receive their diplomas at a 10:30 a.m., May 25, ceremony in the Jenny Craig Pavilion. No tickets are necessary for that event. For information, call (619) 260-7550.

More Parking Under Way

Work is expected to begin this summer on a multi-level parking structure on the west end of campus to accommodate the new Science and Technology Center and relieve parking congestion on campus. The structure will add at least 750 more spaces and be set into the hillside below Marian Way to minimize its impact on the area. Designed in the Spanish Renaissance style of campus buildings, the parking structure will cost around \$10 million and is expected to open in Spring 2003.



ON THIS DATE IN... 1994

Twenty-five students and faculty participated in a complete reading of John Milton's epic poem "Paradise Lost." The reading began at 5:30 p.m. on a Friday evening and concluded at 5:30 the next morning.

On the heels of his hit movie "JFK," director Oliver Stone spoke to a packed house in the UC forum.

A new coffeehouse called Aromas opened on the first floor of Maher Hall.

USD by the Numbers

Center for Science and Technology

- 0.5** Size, in nanometers, of DNA, the smallest object viewable in the center's electron microscope
- 4** Science departments to be housed in the center — biology, chemistry, physics, and marine and environmental studies
- 6** Units of science coursework required of every USD undergraduate
- 73** Laboratories in the center
- 47** Millions of dollars to construct the center
- 100** Species of animals and plants present in the aquaria and greenhouses
- 1883** Year of German botanist Theodore Englemann's landmark experiment in photosynthesis, an artistic rendition of which will be featured in the lobby
- 2003** Year that Center for Science and Technology will open
- 5,000** Gallons of seawater flowing through the center's aquarium
- 50,000** Number of students who will study in the science center in next half-century





Janet Rodgers

Put USD's School *of* Nursing

ON

For the record: A poster of that infamous *New Yorker* cover that shows the world pretty much ending at the Hudson River does not hang in Janet Rodgers' office. But it would be hard to find an image that better summed up her view of the world when she was contacted in 1987 about heading the nursing school at a small, liberal arts university in San Diego.

The one-time Manhattan resident, who is perfectly suited to the city that doesn't sleep, was ambivalent about the prospect of living in a smaller beach town.

"One of my first thoughts after I was asked about the job at USD," she says, breaking into a smile, "was, why in the world would anyone want to live in California?"

But Rodgers made the cross-country trek to interview at Alcalá Park, and found something she didn't have in the Big Apple: an opportunity to influence her profession by transforming a nursing program in its infancy into a top research school.

THE MAP

By Timothy McKernan



"Plus," she adds a little sheepishly, "it took me about 15 seconds to fall in love with the city and the campus."

Rodgers retires from USD this spring after 15 years of preparing registered nurses for leadership roles in the health care field. Under her guidance, the Hahn School of Nursing and Health Science has produced countless graduates who now are hospital and clinic administrators, educators, researchers, nurse practitioners — those on the front lines, and the cutting edge, of health care. Among her alumni are Daniel Gross, CEO of Sharp Memorial Hospital, Rear Admiral Kathleen Martin, director of the Navy Nurses Corps, and Jaynelle Stichler, whose firm designs health care facilities throughout the world.

USD prepares these leaders by operating differently than traditional nursing schools, which train graduates for the clinical side of the profession. Rodgers created programs in which students researched the health needs of the community and its underserved populations — the homeless and migrant workers, for example — and developed ways to serve them.

Rodgers also established the university's first Ph.D. program, enabling nurses to win research grants and break new ground in the ever competitive health care industry. Word about her innovative approach got around, especially when Rodgers began landing grants that customarily went to the bigger schools back East.

"The West Coast has few really strong nursing schools," says Nancy Saks, (M.S.

'87, D.N.Sc. '98), chair of the nursing department at National University. "The people responsible for the big grants just automatically tended to think of East Coast schools. Janet was the driving force that helped change that, to get people to look beyond the huge programs (to USD)."

When the former East Coaster thinks about how she shook up the established pecking order, she delivers her trademark laugh, a striking, throw-your-head-back number with a charm all its own. Much like Rodgers. Her personality — the positive perspective, the infectious energy — is the engine that helped drive the school from its adolescence to its current status among the nation's best programs.

Her personality is the engine that helped drive the school from its adolescence to its current status among the nation's best programs.

"She has a warm, friendly way about her that really helps when you address big problems," says Frank Panarisi, a long-time friend and colleague. "Her manner created an environment to settle some pretty contentious issues. She leads with a velvet glove, and she always has that laugh. It's hard not to get along with her."

Rodgers needed every ounce of her can-do attitude when she arrived at USD and a nursing school that was barely a decade old. The previous dean, Irene Palmer, was a strong-willed woman who literally built the

program from scratch, landing a grant to construct the building and almost single-handedly creating programs for the students. Rodgers' relaxed approach was somewhat in contrast to Palmer's no-nonsense leadership style, but Author E. Hughes, the university's president at the time, says the different management methods complemented each other.

"Irene was a firm believer in the hierarchy of authority, and given what the nursing profession was like at the time, that was probably what the faculty expected," Hughes says. "Janet is much more relaxed, and she works very hard to build a consensus and involve people in decisions, a style very well suited to the '80s and '90s."

Rodgers built on the foundation Palmer laid. She created a higher national profile for the school by serving as president of the American Association of Colleges of Nursing, a role that allowed her to participate in some of President Bill Clinton's health care reform measures in the early 90s. She published extensively and was an in-demand speaker across the nation, addressing a variety of topics with one basic underlying theme: advocating an increased role for nurses in the health care system.

continued on page 33

The Last-Minute Spring Fling



Whether it's London, Mexico or points in between, Spring Breakers have one thing in common when it comes to travel planning — **they don't.**

by Krystn Shrieve

Sitting in a corner of the University Center deli, nibbling on Sun Chips and sushi, juniors Michelle Guerrero and Erin Shea plot their spring break adventure. But their plan, if you can call it that, is skimpy at best — hop on a plane to London, hook up with a classmate who is studying abroad in Oxford, maybe buy a train pass and wander from one youth hostel to the next, hit as many historic spots as possible in between.

"So, I've got my plane ticket, and that's about it," says Guerrero to Shea, realizing that there's not much else she can check off her list of things to do. "Oh, and I'm going

to borrow my cousin's adaptor and sleeping bag, and I'm going home to buy some luggage, and my passport's still good..."

The quest for the perfect spring break usually begins when the February chill is in the air, as rumors and gossip about the coolest place to go — where both money and fun can last the whole week — seep through campus. But planning the actual, gulp, details is put off until the days and hours leading up to that March weekend

when students, shaking off their books and midterms, head out with a carload of friends and an expectation that what lies ahead will be the ultimate college experience.

Shea, therefore, is not the least worried that her biggest accomplishment three weeks before traveling is to call her credit card company, warning it not to be alarmed when charges appear from overseas. She still needs to rent a backpack, buy a money belt, get her travelers' checks and find a coat. But

Michelle Guerrero (white beanie) and Erin Shea gather necessities at the last minute before heading out on their European adventure.



she's got a plan for how to stay comfortable as they hoof it around England, and possibly make brief appearances in Spain and Ireland.

"I'm just gonna chill it in my sandals," Shea says.

"Sandals!" shrieks Guerrero, "It's 30 degrees. It's probably snowing. You'll get frostbite. You're going to need boots or tennis shoes." And so Shea, who doesn't even own a pair of tennis shoes, makes a mental note to take a trip to the mall.

Seniors Jose Chavez and Brad Alves selected a destination closer to home, Lake Havasu, on the Colorado River in Arizona. Their plan is to rent a houseboat with a group of friends from Chavez's fraternity, Delta Tau Delta, and Alves' buddies from New York and San Luis Obispo, Calif. Six weeks out, they have yet to reserve the boat.

Alves, who had been to the hot spot for his freshman spring break, assures Chavez that's not a problem.

"There are dozens of houseboats all tied together like a massive floating island," says Alves, a business administration major. "It is a big free-for-all. I remember sleeping on a table or the floor or wherever I could find a spot. Nothing beats that, I can't wait to go back."

Spirits, he recalls, weren't dampened, even when the one rusty shower on the

houseboat, blew a pipe. "I didn't shower for four days," Alves says. "But, you know, who cares, you just jump in the water."

When Chavez inquires about details of the trip, the answers from Alves are quick and easy. Where will they eat? Alves says most people bring food and share it. In an emergency, he says there's a Wendy's. What should they pack? Alves says shorts. Maybe a sweatshirt.

Travel agents who cater to the spring break crowd aren't fazed by the we'll-figure-it-out-at-the-last-minute attitude. Dave Robertson, manager of Pacific Beach's Council Travel, says this year he featured several spring break Mexico packages. In early March, however, just weeks before travel time, he had only seen a few USD students trickling in to get information.

"We plan spring break for months and months, even before the winter semester ends," Robertson says. "But every year, it never fails, students wait until the last minute to make their plans. That's the norm."

Michael Palmer, executive director of the Student and Youth Travel Association of

North America, a nonprofit professional trade association, says the latest trend with the so-called Y generation is for students to spend their spring break on service-learning trips, like those organized by USD's Office of University Ministry.

"Students are going to see Broadway shows with their theater troupes, or they're building houses in Mexico," Palmer says.

She still needs to rent a backpack, buy a money belt, get her travelers' checks and find a coat.

"They're finding destinations where they can hang out with their friends and have fun, but also learn or spend time helping others."

Senior Joseph Horejs has spent every one of his spring breaks on University Ministry retreats in Mexico. This year he is one of two student coordinators planning a trip to Tijuana for nearly 50 USD students.

"It's such a moving and powerful experience, and a chance to put your faith into practice," says Horejs, who majors in

Spanish and theological and religious studies. "It's so exciting to know that we have helped to make a difference."



Jose Chavez (floppy hat) and Brad Alves pack up their truck with the essentials for their trip to Lake Havasu.



This year, the students plan to play with children in an orphanage, visit a home for the elderly, serve food at a soup kitchen and build house in one of the city's poorest neighborhoods.

"It's hard work, but we can handle it," Horejs says. "You should see people just jumping right in, picking up shovels and getting to work. It's so fulfilling. I've found that the impact of serving others is much more long-lasting than any other more traditional spring break trip I could have taken."

Nevertheless, Palmer says because students will forever be drawn like magnets to seaside havens, the more traditional spring break vacations will always be in style. The most popular destinations, he says, have at least two key ingredients — warm weather and miles of sandy beaches. The No. 1 hot spot is Cancun, Mexico, followed by Jamaica, the Bahamas, Hawaii, Lake Havasu and South

Padre Island, off the Texas coast.

"Spring break, as we know it, has been around since the 1950s and '60s, when Frankie Avalon's movies promoted warm-weather beach ventures," Palmer says. "In the '70s and '80s domestic locations were popular. The desire to travel to places like Cancun and Mazatlan started in the mid-to-late '80s and blossomed in the '90s."

Richie Yousko '87 calls his senior-year spring break one of the top 10 memories of his college days. The be-all, end-all destination in his day was Mazatlan. Yousko and several of his buddies were able to make it to all the parties by cleverly bringing along from home their own wrist bands in every color of the rainbow.



"We hooked up with a more economical, off-brand college tour group, made it down to Mexico on a fairly inexpensive flight, stayed in a motel where we at least hoped the sheets were changed every day and did our best to sneak into all the big, brand-name parties," says Yousko, a sporting goods store representative. "The big thing was parasailing. Other than that, we spent our time pursuing different beaches, playing volleyball and hunting down the cheapest drinks."

Chris Gualtieri, who graduated in 1983, says his favorite spring break trip was during his sophomore year, when he and a group of friends from the biology club ventured to San Felipe, Mexico, where they spent their time camping on the beach and collecting aquatic crabs and other sea life for research.

"We played volleyball, swam, cooked fish right out of the ocean, made sushi for the first time and camped out under the stars," says Gualtieri, now a San Diego ophthalmologist. "All the experiences were new. And when we all get together for Homecoming or other campus events, it's still a topic of discussion even 20 years later."

Gualtieri says he's amazed at the party atmosphere surrounding spring break today, which he and others blame on the hype created by MTV and its week of programming

"The most important thing is to have a **great experience**. You just want to come back and have a **great story** to tell."





GARY PAYNE PHOTOS

dedicated to the event. The media, he says, pressures students to go wild and crazy during their trips if they expect to be part of the glamorous, in-crowd.

"But that's just a production, it's not real life," Gualtieri says, "and students could be disappointed when their trips don't look like the television versions they're used to seeing."

While some students may be subconsciously seeking a choreographed television version of spring break, Guerrero and Shea's trip is anything but. Shea's mother, Christina Azevedo, says that while it's nerve-racking knowing the pair are going overseas without much of an itinerary, she is proud that they're gutsy enough to do it.

Although she knows there's a chance they won't use it, Azevedo had a family friend who takes students on Europe trips write up a list of places to stay and things to see.

"If I had things my way, I would like to know that someone is meeting Erin at the airport and that she has places to stay, or at least know which towns she would be staying in," Azevedo says. "You're protective of your children, even when you know, deep in your heart, that they'll do fine. But knowing Erin, and how nothing stands in her way, she'll be all right. She's a dynamo."

Three days before they leave, Guerrero and Shea go over their to-do list. Shea has purchased a warm coat and a pair of tennis shoes, a travel purse and a disposable camera — which reminds Guerrero that she needs to buy film — which then reminds Shea that she can't leave home without a calculator.

"Calculator. Write that down," Shea says to Guerrero. "We'll be in trouble without it."

Shea plans to bring \$600 in spending money, mostly donations from friends and family for her 21st birthday. Guerrero will bring the \$1,100 she's been saving. That, they say, should be enough to see the sights in London, plus spend a few days in Dublin. The stop in Spain is off the list, but they're now on the fence about whether Scotland should be added to the mix.

"I don't know," Guerrero says. "It's just a bunch of cold, dark castles. Plus, I don't know if we'll have the money to get there, or the time to enjoy it if we do."

One week before break begins, Chavez says the Lake Havasu plans are officially in the hope-it-works-out stage. The houseboats at Lake Havasu are booked — and have been for months. The fraternity friends with whom they were initially going bailed out, and other friends failed to put down a deposit to help pay for the essentials.

"I'm the organized one, so everyone's putting everything on me and asking me to front the money because I have a credit card," Alves tells Chavez between classes. "But I'm not about to put down money if it's not going to work out. So, I figure we should just go and work it out when we get there. Trying to schedule things is such a hassle, so maybe we should just let things happen."

Since hanging out on the shore isn't half as cool as kicking it on a boat, Chavez wonders

how they'll get over the obstacle of not having a houseboat. Alves says not to worry.

"Everyone is really friendly with everyone else and you just ask around for someone to give you a lift and then just hang out with them," he says. "It's cool. When I went freshman year, we always had random people on our boat."

So the new plan is to get to Lake Havasu and simply bum spots from other houseboat

"Trying to schedule things is such a hassle, so maybe we should just let things happen."

passengers, hopping from one to the next so as to not overstay their welcome. If not, Alves says there's always Las Vegas or Rosarito, Mexico. The two of them figure they'll need a mere \$200 each.

"We could do a little bit of everything," Alves says. "We could go to Rosarito, and then to Vegas for a few days and then end with some time on Lake Havasu. Oh yeah, we should do that."


It matters not to Chavez. All he cares about is being out in the sun.

"The most important thing is to have a great experience," he says. "You just want to come back and have a great story to tell." ♣

A young woman with dark hair and glasses is shown from the chest up, resting her head on her right hand. She has a weary or stressed expression. She is wearing a blue button-down shirt and a silver chain bracelet. In front of her are several papers, including a SAT test form with a barcode and a booklet titled "Columbia University". The lighting is dramatic, with strong highlights and shadows, emphasizing her face and the papers.

the Stress Test

In recent years
the SAT has become
the most important
rite of passage in a
high school student's life.
And it shouldn't be.



High school junior
Brittany Harvey has had
her fill of the SAT.

“We’re all pretty stressed out
by the SAT, and it’s even worse
when we see seniors who
worked so hard and scored
really well get turned
down by colleges.”

by Michael R. Haskins

TAKE A FEW SECONDS AND PONDER THIS: Did the SAT ruin your life? Have you ever been turned down for a job based on your SAT score? Are you now less successful or fulfilled than the kid who, years ago, scored 50 points higher on the SAT than you did?

Ridiculous questions, aren't they? Yet, as you read this, thousands of high school students nationwide are anxiously awaiting their scores from the March 16 SAT, wholly convinced that the three hours they spent on a Saturday morning taking the test could make — or break — their futures.

In recent years, a culture of panic has sprung up around the SAT, a once-innocuous test designed to help college admissions officers predict a student's first-year college performance. Fed by highly publicized college rankings that showcase stellar SAT scores, hyped-up media reports on the supposedly ultra-competitive university admissions process, and the public relations efforts of colleges themselves, students and parents have been led to believe that a stratospheric SAT score is vital. A high score, they believe, is the key that will unlock admission into the hallowed halls of the few elite universities that can magically guarantee a successful life.

With this notion in mind, students now pay an inordinate amount of attention to SAT scores. Some begin preparing for the test, taken in the junior or senior year of high school, in the seventh grade. By the time they sit down to take the SAT, it's not unusual for students to have taken dozens of practice tests and paid hundreds, maybe thousands, of dollars to test preparation agencies and tutors. Others take the SAT as many as a half-dozen times in an effort to bring up their scores. They may well have studied hundreds of hours for this one test, at the expense of pursuing other activities and interests.

It's a not a private thing, either. When the SAT scores start arriving in the mail, you can bet that the first question kids ask each other in homeroom will be, "What did you get?"

"Every kid I meet is so stressed about getting into college that SAT preparation takes away time from enjoying the rest of their lives," says Ali Norman, a USD graduate counseling student who works part-time at San Diego's Kearny High School. "With that much pressure, some worry to the point that they get sick during the test."

And it's hogwash. Yes, a decent SAT score is an important part of a high school student's college application package. But let's add some perspective. There are about 4,000 colleges and universities in the country, all of which produce successful, well-rounded and intelligent graduates. Beyond the top-ranked 100 or so schools — the ones that reject more than half the students who apply — the SAT score isn't among the most important considerations in an admissions decision.

At USD and most other universities, the SAT is just one of many elements taken into account when deciding whether to admit a student. Nearly 400 colleges — including highly regarded institutions such as Mount Holyoke and Bard — require neither the SAT nor the ACT, the other nationally prominent college admissions exam. Others have de-emphasized standardized tests in their admissions processes. Instead, those schools use expanded applications and personal interviews to fill their freshman class.

So why all the hubbub about scores?

"People primarily hear about the very small

vary significantly around the country. Initially titled the Scholastic Aptitude Test and then the Scholastic Assessment Test, it is now officially named just SAT — an evolution critics say exemplifies the debate about exactly what the test measures. According to the College Board, which administers the SAT, the test evaluates verbal and math abilities that are necessary for success in college and life in general.

Like USD, most schools take the big picture into account in the admissions process, all the abilities and talents that cannot be

Despite this, for most high school students the perceived path to happiness has come to resemble a row of dominoes. Carefully set them up — grades, extracurricular activities, talents, community service, recommendations — and they'll all fall neatly in succession, ending with admission to a top-ranked college followed by a great career and a happy life. Miss just one, however, and the whole scenario falls apart. And the SAT has become the most important domino.

Taylor Fleming is an ideal example. A bright, articulate and outgoing high school junior, she's an A student, involved in student government and plays soccer and softball. Someday, she might want a career in sports management or public relations. No matter what she chooses to do, however, she

will have the benefit of a college education. Like nearly all her classmates at Francis Parker School, a private high school just up the street from USD, she's headed for one of the nation's top four-year universities.

Taylor's cheerful confidence wanes only when she talks about the SAT. She's got little reason to be fearful — she scored the equivalent of 1,360 (out of a possible 1,600) on the PSAT, a practice test given early in the junior year. Her parents, concerned that so many of her classmates were taking review courses, arranged for an SAT tutor, who spent an hour a week drilling Taylor on SAT questions and administered twice-monthly practice exams.

But Taylor says she really "fell in love" with Stanford University, one of the hot schools among her classmates and high schoolers nationwide. Just about everyone in her class will apply to Stanford, with the inevitable result that a good number of them will not be accepted. Many will try to gain an edge by applying through Stanford's early decision plan (see story on right), a process in which a high SAT score is even more critical.

Unlike some of her classmates, however, Taylor says she won't be devastated if she doesn't get into Stanford. But she will be disappointed. She's already disappointed in the SAT process.

"We're all pretty stressed out by the SAT, and it's even worse when we see seniors who worked so hard and scored really well get turned down by colleges," she says. "I'll be happy with a 1,350 or 1,400, but I know



The ABCs of the SAT

SAT I — Known as the Scholastic Aptitude Test or the Scholastic Assessment Test and first offered in 1926, the mostly multiple-choice three-hour exam has two sections, verbal and math, each of which are graded on a 200 to 800 point scale. The test is designed to be independent of high school curricula and is designed to predict first-year college performance. The test is offered about seven times during the school year.

SAT II — Once called "Achievement Tests" and also graded on a 200 to 800 point scale, they are one-hour multiple choice exams in specific subjects such as math, science, language and English.

PSAT — The Preliminary SAT is a practice test and scores are not reported to colleges, however test scores are used to select semifinalists for National Merit Scholarships, a privately financed academic competition that began in 1955.

ACT — The biggest competitor of the SAT, the ACT Assessment was founded in 1959 and differs from the SAT in that it is tied to high school curricula. The test, accepted by most colleges, is designed to assess ability to complete college-level work and covers English, mathematics, reading, and science reasoning. Unlike the SAT, students can choose to send only their best or latest scores to colleges.

group of elite schools, the ones that receive tens of thousands of applications and therefore have to put more emphasis on SAT scores," says Stephen Pultz, USD's director of admissions, "and they assume it's that way everywhere."

The roots of the SAT go back to the early 1900s, when the newly formed College Board developed a series of essay tests meant to simplify and standardize college admissions. In 1926, the organization introduced the Scholastic Aptitude Test, using a multiple-choice format that made it easier to quantify results. Increased demand for the SAT and other standardized tests resulted in the 1947 formation of the Educational Testing Service, a national organization devoted exclusively to educational testing and research.

The test was, and still is, promoted as a tool that helps college admissions officers compare the intelligence of applicants from different backgrounds, because grading standards and content of high school courses

measured by the SAT. Pultz says the test is most valuable when considered in conjunction with other factors such as high school grade point average, academic transcript and types of courses taken, letters of recommendation and personal essays.

And while the elite schools (Yale, Harvard, Princeton and their brethren) can demand high SAT scores from their applicants, there is no evidence that attending a less prestigious university will ruin your life. In a 1999 National Bureau of Economic Research report, researchers found that school selectivity, as measured by the average SAT score, doesn't pay off in a higher income later in life. Instead, they said that motivation and desire to learn have a much stronger effect on career success. They call their finding the "Spielberg Model," named for the famed movie producer who was rejected by the USC and UCLA film schools and attended Cal State Long Beach.

that might not be enough for some of the colleges I'm applying to. I just hope they look at the rest of my transcript and see everything else that I've done."

Students like Fleming have caused University of California President Richard Atkinson to buck the trend toward overemphasis on SAT scores in admissions, which he calls "the educational equivalent of a nuclear arms race." In a speech last year before the American Council of Education, Atkinson suggested that the UC system, one of the biggest consumers of standardized test scores, do away with the SAT as an admissions requirement. Atkinson told the group about students who spend hours preparing for the SAT, developing not the reading and math skills the test is supposed to measure, but instead honing their test-taking skills.

"What I saw was disturbing, and prompted me to spend time taking sample SAT tests and reviewing the literature," Atkinson told the gathering. "I concluded what many others have concluded: that America's overemphasis on the SAT is compromising our educational system."

As an alternative, Atkinson proposed an increased emphasis on grade point average and scores on SAT II tests (once called Achievement Tests), which measure competence in specific subjects like English, math, science and languages. The UC admissions board responded by recommending that a

new "core achievement examination," which would cover reading, writing and mathematics, be developed in conjunction with the major national testing agencies.

In the wake of the UC criticisms, trustees who oversee the SAT announced last month that they may revise the test so it will focus more on skills that are actually learned in the high school classroom, such as advanced math and writing. If the SAT is amended and in place by 2006, it could eliminate the need for a separate UC test.

For the upcoming school year, the UC Board of Regents approved a broader "comprehensive review" admissions process. University of California students are admitted based on 14 selection criteria — 10 academic factors such as grades and test scores, and four "supplemental" criteria that evaluate special talents, unusual intellectual or leadership skills, and accomplishments in the face of personal challenges. The change is that UC campuses now are able to select their full freshman class on the basis of all 14 criteria, while previously they were required to admit 50 to 75 percent of freshman on the basis of academic criteria alone.

Although comprehensive review for all students is new to the UC system, Pultz says it's standard procedure at USD.

"Not all qualities are quantifiable," he says, "but public universities have to be more numbers driven because of the high numbers of applicants. In private education we look a little deeper."

With that philosophy in place at USD and like institutions, Pultz doubts that a change by the University of California system will have a major ripple effect.

continued on page 33

The Early Bird Gets — What?

The frenzy over SAT scores has been fed in large part by a surge in the number of colleges that offer binding "early decision," a process through which high school students apply to one college in the fall of their senior year and commit to attending that school if accepted. Because the colleges can't evaluate senior year grades, an early — and excellent — score on the SAT is critical.

Early decision advocates say the process reduces stress among students who know where they want to go to college, but critics argue the opposite, saying it puts more pressure on students to perform well early in their high school career and on the SAT. Opponents say the programs mostly benefit colleges, allowing them to cherry pick the best students and boost their status in college rankings like those published by *U.S. News & World Report*. Schools are ranked in part by the percentage of students who accept offers of admission, which is higher under binding early decision programs.

Many top private colleges, including seven of the eight Ivy League schools, now accept up to a third of their freshman class early. Harvard, as well as USD, employs a non-binding alternative known as early action, in which students are notified of admissions decisions in December but are allowed to apply to other colleges and put off a final decision until May 1.

In part because the early decision process may offer an unfair advantage to wealthy students — who don't need to compare financial aid offers and whose counselors better understand how to work the system — Yale University President Richard Levin proposed last year that elite schools consider doing away with their early decision programs. His proposal was met with reluctance from other institutions, and Levin said Yale will not unilaterally end early decision, because he fears strong applicants will apply and commit to other institutions.



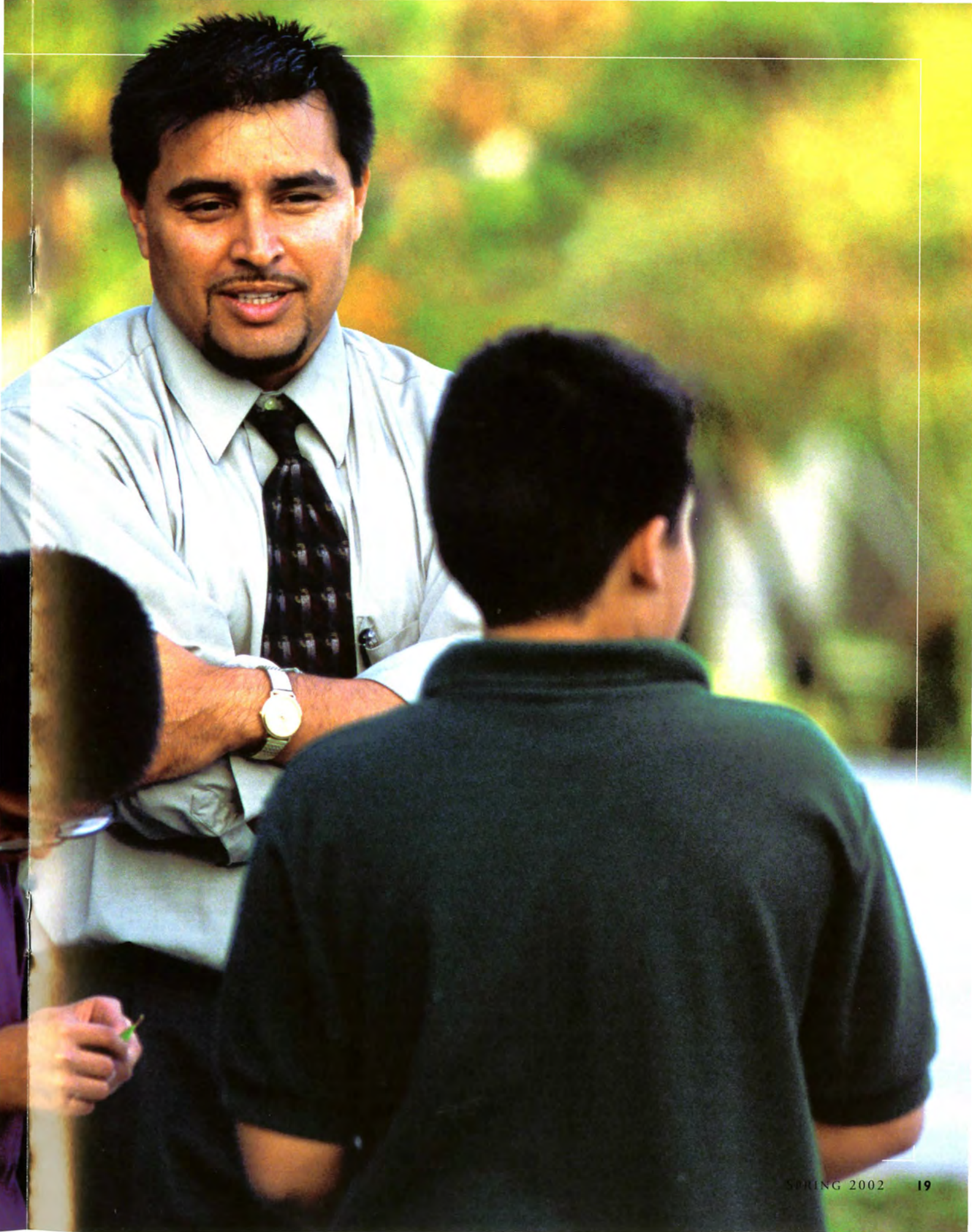
Opening a private Catholic school in San Diego's poorest neighborhood is a huge challenge, but David Rivera '96 prefers his challenges giant-sized. His students are labeled "at risk," his teachers have no experience and money is a constant problem. Yet his belief in God gets him through.

A LESSON IN FAITH

A by Susan Herold
photos by Gary Payne '86

mouse is running loose in the tottering, two-story Victorian David Rivera bought to house his volunteer teachers, and it's got him stumped. A visit from the Orkin man proved fruitless. Unsprung traps, picked clean of their food, taunt him. And now, the pricey electronic device that is supposed to emit a noise and scare away the furry thing is discovered unplugged. The 10 teachers who live in the house (nine of whom are women) are understandably getting edgy. Rivera is beginning to wonder exactly what kind of rodent he is up against.







"To start a school like this takes a visionary with an absolute passion for getting it done. David has that." USD Provost Frank Lazarus

It's not surprising that a man who chose the most improbable of scenarios as his life's work — opening a tuition-free, Catholic school in San Diego's worst neighborhood, with a staff of greenhorn college graduates as teachers — is playing David to a Goliath of a mouse. It's a role he's been comfortable in since the age of 26, when he decided that slaying giants in the form of social problems was his calling. Turning his back on a six-figure income, a hilltop house and a player lifestyle, Rivera did what many consider unthinkable: he adopted a barebones existence and an unshakable faith in God that compels him to serve others.

He has found himself serving a handful of 11-year-olds left behind by the education system, kids labeled "at-risk" because they are poor, can't read or act out because that's the only behavior they know. Rivera opened a one-room school in their neighborhood in September and promised a 12-hour school day, Saturday classes and breakfast, lunch and dinner. He filled the kids' heads with dreams of a college degree if they committed to the demanding curriculum. He filled their parents' hearts with hope.

Rivera used his considerable charm and determination to wheedle money and advice

from community leaders frustrated with politicians' empty promises to improve education. He lured graduates from the nation's top universities to teach in exchange for room and board. He convinced his alma mater, USD, to help his rookie teachers become great teachers by covering most of the cost of their master's degrees in education.

On this day, like most, Rivera is trying to do too much with too little. In between taking a delivery of donated copier paper and frantic calls about mutant mice, he is looking for more money to keep the small school afloat. The tired van that transports the kids to swim lessons is barely lurching along. About \$18,000 in bills comes due each month and he has \$6,000 in the bank. A promised big-money donation fell through because of the flailing stock market. Yet Rivera's not worried. He believes in divine intervention, says God will provide. He has in the past — in October, with \$19 in the bank, a donor came through to keep the school going.

"How big of a risk really is it?" says Rivera, now 34, of his decision to walk away from a successful career and try to improve education for San Diego's poor kids.

"I could get a job doing anything tomorrow. There is no risk in it for me compared to the children and families here who have little hope or opportunity," he says from outside his "house," an 8-by-20-foot construction trailer behind the teachers' home in Logan Heights. An extension cord snaking across the dirt backyard provides his electricity; he sleeps on a cot. His salary is \$91 a week.

"These kids who come to school and these teachers who traveled a thousand miles to work here for nothing, they are the ones who are taking the risk," he says. "Talk to them. They're the story, not me."

But you can't tell the story of this improbable school without David Rivera. Those who signed on for his dream of giving low-income kids a first-rate education will tell you the sheer force of his will makes the school possible.

"Would this school exist in San Diego without David Rivera? No," says USD Provost Frank Lazarus. "To start a school

like this takes a visionary with an absolute passion for getting it done. David has that."

A little more than two years ago, Rivera walked into Lazarus' office with nothing more than an idea — finding a way to help San Diego's poor kids get a better life. He began by asking Lazarus the same question he had posed to other San Diego community leaders. "What is the biggest need these kids have?" The responses were identical: education.

So Rivera, who has no background in education, decided he would find the worst neighborhood in the city and come up with a better way to teach its kids. He turned down job offers as an attorney that would have covered the \$60,000 he owes for his Notre Dame law degree to move back into his parents' San Diego house. He covered his bedroom walls with city maps, analyzed census data on income, crime and home occupancy, pored over tables on public school performance. The pushpins rose like a red welt out of Logan Heights, a hardscrabble neighborhood east of downtown, where the annual household income is \$18,000 and the population is two-thirds Hispanic.

Rivera had a neighborhood. Now he needed a plan. On a flight to a friend's wedding in Philadelphia, Rivera leafed through a *Parade Magazine* and found a story about Nativity Prep schools. Started 30 years ago by a group of New York Jesuits, the Nativity Prep philosophy contends that 12-hour class days, a low student-teacher ratio, college-prep work and a healthy respect for Catholic values will lead at-risk children to success. The concept works: 80 percent of the children graduating from the original Nativity Prep in New York have gone on to college. There are now 40 similar schools throughout the country.

When Rivera's plane landed, he rushed to a phone booth, looked up the address and found Philadelphia's school. After meeting the well-mannered kids, who talked about their plans to go to college despite their circumstances, he knew what he wanted to create.

Rivera parked himself in the principal's office at the University of San Diego High School to learn as much as he could about running a school. He set up meetings with experts like USD's School of Education Dean Paula Cordeiro and veteran Catholic school principal Brian Bennett. He picked their brains, asked for their help and created an education advisory board.

"There was nothing in San Diego similar to Nativity Prep, a school that deals specifically with very, very low-income students and develops a Catholic relationship," Rivera says. "I told my advisers about it, and they said, 'Go out and do whatever you need to make it happen.'"

Rivera did. He got help writing a business plan and a needs assessment to get funding for the school, landing \$300,000 in grants — including \$50,000 each from San Diego companies Sandicast and Hoehn Motors, and \$120,000 from the Catholic Cassin Foundation — on little more than his passion. "I had no idea what a needs assessment was," Rivera says. "I was embarrassed to tell Dean Cordeiro that when she said I needed one."

He convinced one of his advisers, veteran Catholic school principal Bob Heveron, to come out of retirement and run the school. Rivera had to hire teachers, but had no money for salaries. With USD's help he discovered that AmeriCorps would send him volunteer teachers, college graduates interested in service work for two years. To make the deal sweeter, he convinced Lazarus and USD to pick up most of the tab for the teachers' graduate degrees in education.

Rivera and his advisers decided the school should start out teaching fifth graders. Eleven-year-olds, they reasoned, had yet to hit puberty and hopefully were not drawn in by the gangs and drugs and sex that filled their streets. They'd reach the kids through their parents, pitching the school during Mass in neighborhood parishes, posting fliers, going door-to-door. It was last summer, and Rivera wanted classes to begin in the fall.

"People said I should slow down, consider other areas of San Diego, wait," says Rivera. "But the need was too great. I wanted kids in those seats."

It was a great plan, a beautiful dream. And it had next to no chance of coming together.



Two thousand miles from San Diego, Tracey Pavey hung up the phone. The Notre Dame graduate just promised Rivera, who she had met via e-mail, that she would teach at his school in San Diego, a city she had never visited, for two years for \$35 a week.

Pavey was thrilled. She always had teaching in the back of her mind, although she majored in business. The thought of giving it a try at a new school for low-income kids appealed to her altruism. Her mom was worried about her moving halfway across country; her dad thought she was nuts for pitching a Notre Dame business degree in favor of volunteer work.





Nativity Prep's 10 teachers, who also volunteer at other Logan Heights schools, live together in an old house Rivera bought.

But Pavey liked the idea of receiving a USD master's degree without having to take out a loan. She liked what Rivera told her about living in a big house, a la MTV's "Real World," with other college grads who wanted to help poor kids. She liked the idea of putting her business background to use in a start-up education venture.

"I thought it would be cool to be in on building a school from scratch," says Pavey, who hails from Rushville, Ind. With her dishwater blond hair hanging at her shoulders, her clean-scrubbed face and broad smile, the 22-year-old looks more like a big sister than a math teacher who answers to the name Ms. Pavey.

"I e-mailed and talked to David several times, and he convinced me to move out. I get out here, and there is nothing. No

for the school had been rented to another tenant. Nativity Prep was to open in six weeks, and it didn't even have students.

"David told us that everyone in the county knew about Nativity Prep. My first day here, I passed out fliers about the school in the neighborhood, and people were say-

ing 'What new school?'" Pavey says. "They hadn't heard of us. It was frustrating."

While waiting for escrow to close on the six-bedroom, two-bath house that had been turned into apartments, Rivera scrambled, moving the teachers from donated dormitories at USD to a Best Western hotel. When keys to the \$205,000 house were turned over to Rivera, a woman and her five grandchildren were still living in the upstairs flat. The electricity didn't work in two of the bedrooms. The kitchen and bathrooms were filthy. The transplanted teachers had to rip up carpet and knock down walls, doing much of the work by candlelight.

Teacher Margaret Liegel lived out of her suitcase in the living room with another teacher for nearly three months. Her room

who graduated from Boston College. "I think I came out here thinking this is a really cool thing we're doing, and then it hit you, oh my gosh, what am I doing here?"

A few weeks before classes were to begin, Rivera signed a lease on an empty building in Logan Heights for the school. Seven days before the doors opened, the teachers hosted an open house for interested families. They scattered the few textbooks they had throughout the room to make it more impressive.

"We were rearranging stuff to make it look like we had something," says Pavey. "We didn't even have bulletin boards. I thought the families would turn around and walk out."

They didn't. Nineteen children enrolled, and Rivera's school had its first class.

Driving through San Diego's Logan Heights neighborhood, you would miss Nativity Prep Academy unless you knew exactly what to look for. The one-room school is in a squat, concrete structure tucked between warehouses and plywood homes behind chain-link fences. A hand-painted sign with the school's logo — a white dove soaring over a three-story schoolhouse — is propped up against the curb. The only hint that children may be here is the lone basketball hoop in a corner of the parking lot, which doubles as the playground.

Inside, Liegel clears off some space from a table piled with papers to pore over her notes from her language class. Each day, she and the other teachers prepare incredibly detailed reports of their students' progress and behavior. When parents arrive at 7 p.m. to pick up their kids, the teachers hand them the reports. They'll pull a parent aside if they have a concern.

It's just one example of the intensive approach the school takes.

"A lot of these kids were sullen when they first came here, they never smiled," says Liegel, 23, whose glasses and ponytail enhance her rep as one of the "hard teachers"



school. We don't even have a house to live in. I thought, 'Are you kidding me?'"

When Pavey and the other teachers arrived last August, their house — which was the site of several recent drug busts — was still in escrow. The building Rivera hoped to lease



was the one occupied by the grandmother, who Rivera didn't have the heart to evict until she found another place.

"We had to go out and get donations to get the house fixed, and we're washing walls with cockroaches running out," says Liegel,

among the kids. "They pretended they were tough because in this neighborhood they had to. Here, though, they can be kids."

If a child is having a bad day or acts out, a teacher's first instinct is to phone the parents and find out what is going on at home. In one case, a student's big brother was getting out of prison and moving back into the house; in another, a student missed school because the family lost their apartment and was living at the St. Vincent de Paul shelter.

Nearly all the students have special needs — most tested at or barely above third-grade level in reading and math. Some have trouble speaking and understanding English. Every one of them comes from the neighborhood's public schools, where they were promoted from grade to grade along with the rest of the kids.

To make sure the children get the attention they need, two teachers are always in the classroom; usually there are four or five. Reading, language and math are taught in blocks. Lesson plans are theme-based: a week may focus on insects, so students do math problems, write a research paper and do experiments revolving around bugs.

Religious studies, art history, physical education and social skills also are taught. The kids are awarded points for good behavior — raising their hand, saying please, not talking out of turn — and use the currency to buy computer time, pencils or notebooks.

"It's almost a 180-degree change from what (schools) these kids came from," says Principal Heveron, who began his teaching career in Los Angeles' Watts neighborhood in the 1960s. "We don't fault the public schools, because we know the pressure they are under with large class sizes. What we are doing is showing these parents and kids we are committed, that we are in this for the long haul."

The commitment is evident in kids like Francisco. When he first came to class, he could barely speak English, could not read or write Spanish or English and could not distinguish letters. Half the time he fell asleep in class. The teachers weren't even

sure he attended school because his school records never materialized.

Francisco was tutored privately — an impossible luxury in public school. While the other kids took tests on geography, Francisco, who didn't know the difference between a city and a state, received private lessons. Today, he speaks English, reads simple books and looks his teachers in the eye when he speaks.

"He has come so far," says Pavey, who can't help but worry about the kids when they leave for their homes each night. "I hope we teach them there is more than violence, drugs and gangs, and that they are capable of going on to college. But in the community they grow up in, college isn't something parents push the kids into."

Some educators are critical of programs like AmeriCorps or Teach for America, saying that sending inexperienced teachers to tough areas is a recipe for failure, because they are not prepared to deal with the issues of inner-city life. Liegel counters by saying her classes at USD have filled in any gaps in her teaching methods, and that Heveron and her professors help with the day-to-day problems she faces. She and the other teachers say what they learn in USD classes at night is applicable the next day.

Most important, Liegel says she has learned more about herself from kids like Francisco than she thinks she could ever teach them.



"There are times when the kids are driving you crazy and you think, why are they acting like this?" says teacher Magaret Liegel. "Then you remember that their father is gone or their brother is in prison."

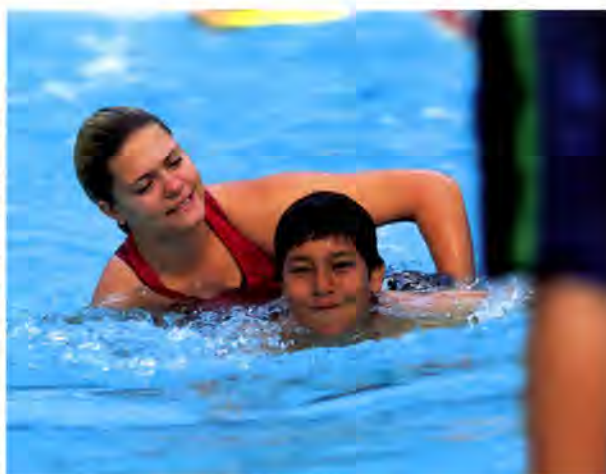
"There are times when the kids are driving you crazy and you think, why are they acting like this?" she says. "Then you remember that their father is gone or their brother is in prison. And you are amazed they can even get up and go to school on a regular basis."

One aspect of the Nativity Prep model that especially appeals to Rivera and his supporters is that the school is an integral part of church and neighborhood. Rivera and the teachers live in Logan Heights, shop at its stores, worship in its churches. The Mission Valley YMCA provides free swimming lessons and summer camps, and county health workers give medical screenings at Nativity Prep.

"No school is just a school, not in the inner-city," says Heveron, who watched as several Catholic elementary schools left the inner-city for the suburbs in recent years (Nativity Prep receives no financial assistance from the Catholic diocese but does get support from individual parishes). He came out of retirement to run Nativity Prep in part because of Rivera's relentless enthusiasm, but primarily because he believes in its educational philosophy.



Twice a week the kids load up in the school's old van for swimming lessons at the YMCA.



needed to develop there," says Rivera, who hadn't attended Mass in 11 years but later was a leader in University Ministry. "I was leaving a certain type of lifestyle and taking on a new one with God at its center. And USD is where I had to be to do it."

Rivera took the slate of community college classes suggested by the counselor, got good grades and was accepted into USD. In 1996, he graduated with a 3.4

"I inherited 10 enthusiastic teacher volunteers and a warehouse with next to nothing in it," he says. "Together, and with all the other help we've received, we've made this school happen. We did it by holding on to the vision David created."

Rivera wasn't always such a visionary. For much of his young life, he slid along on his incredible charm, his athletic ability and his good looks. The third of four boys growing up in the Skyline area, he tagged along with his parents, vibrant leaders in San Diego's Hispanic community who knew political and church leaders on a first-name basis. His father co-founded several nonprofits and helped immigrants find jobs; his mother had a 35-year career as a social worker for the county.

Rivera stayed up late as his dad cooked *carne asada* for friends. He got used to the bishop dropping by the house after Mass. He loved the social whirl that surrounded his parents, but cared little for the issues. Rather, he dreamed of being a pro athlete and spent his free time playing basketball, baseball and football at Helix High School. Rivera was the kid who showed up early and stayed late for practice. Because of his small size, he often played hurt.

He bounced around between a half-dozen community colleges on various athletic scholarships, playing football and baseball. But Rivera's dream ended when his ankle shattered during a botched play. He left school with a 1.47 GPA and four metal screws in his leg.

"I quit school, came back to San Diego and got a real estate license," he says. "I

wanted to make a lot of money and I didn't want to work too hard."

He researched the market and discovered that the west Lemon Grove area of the city had few real estate agents. In his first year of selling, he made \$1,200. By year three, his commissions totaled in the hundreds of thousands of dollars. By then he had the hot car, the great house, the big-screen TV, the all-night parties. But one moment changed his life — when God mapped out, with absolute clarity, his life's mission.

"I've tried to describe that night before and I never can get it right," says Rivera of Oct. 16, 1993, the date of what he calls his religious conversion. He falls silent for a few moments before he begins. "It was late at night and I was wide awake, looking out the window and the lights below Mount Helix, just reflecting. I had been all about athletics and wealth up until then and I just wasn't satisfied. I was just really disgusted with my life.

"And then," he says, "I was overcome with thoughts that I knew weren't coming from myself."

Those thoughts included a blueprint for his future: Graduate from USD, attend Notre Dame Law School, return to San Diego and help its poor children by starting a non-profit venture. That night, Rivera quit his realty job by leaving a message on his boss's answering machine. That weekend, he sold most of his possessions, put his house up for rent and gave his big-screen TV to his stunned brother. By Monday morning, he was sitting in a USD counselor's office, asking what it would take for him to get accepted.

"USD is the Catholic university in San Diego, and there were certain relationships I

GPA in political science and philosophy. He then focused on getting into Notre Dame Law School — another step in the plan. Placed on the wait list, he campaigned for admission by writing a letter a week to the school's dean. He even had a going away party for himself at his parents' house, even though he had no guarantee he would get in.

"Part of me thought David was nuts," says Mike McIntyre, USD's director of University Ministry, who ministered to Rivera while he was a student. "The other part of me thought if anyone could make it happen, Dave could. He doesn't take no for an answer, and I mean that in the best sense of the term."

Rivera showed up on the first day of law school orientation and planted himself in the dean's office. When the dean's secretary — who opened the dean's mail — asked





"This isn't thriving because of me, it's thriving despite me. The spirit is leading this and it has a life of its own. I'm just going with the flow of what the spirit wants me to do."

personal resources? Yes," says Lazarus, who first became familiar with Nativity Prep through a school in his former hometown of Milwaukee.

Rivera his name, she came over and gave him a hug.

"She went and got the dean, who came out after a few minutes and said I was in," says Rivera. "I had no doubt. It was part of the plan."

As always, Rivera has more to his plan. He intends to enroll a new crop of fifth graders this fall, and provide sixth-grade instruction to the current group of students. Most of his volunteer teachers are committed to a second year, and 65 college seniors already applied for the new teaching positions.

But Rivera dreams big. He sees the Nativity Prep model eventually expanding from kindergarten through high school, reaching thousands of students and including a residential component. To help make that a reality, this month he will join Nativity Prep adviser Brian Bennett in a proposal before the San Diego Unified School Board to open a K-5 charter school in Logan Heights that, like Nativity Prep, includes a 12-hour school day and volunteer teachers.

With charter school status comes a guaranteed stream of income to run the school, eliminating one of the major hurdles that Nativity Prep now faces. In exchange for the state money, however, the new school could not be designated Catholic, to preserve separation of church and state.

Rivera doesn't see that as an issue. Because the school day is longer than

that required by the state, he says religion would be offered as an elective, after-school activity. "It's big," he says of his plan. "We're talking about thousands of kids in a college prep program in the lowest-income areas of San Diego. It will go K-12. Absolutely."

Part of his plan relies on USD, which Rivera would like to help supply and train more teachers. Aware of the financial burden an expanded program could mean (USD currently covers about \$180,000 in tuition costs for Nativity Prep teachers), and wanting to maintain autonomy between USD and Nativity Prep, Lazarus and Cordeiro are looking at ways to possibly expand USD's assistance if the school grows.

One option may be to partner with a Notre Dame program that gives students interested in serving low-income areas a crash course in education before they are sent out to teach. Many of USD's undergraduates join VISTA or the Peace Corps, and Lazarus sees this as a way for them to serve their local community (several USD seniors have applied to teach at Nativity Prep this fall). Alternative means of delivering the master's curriculum to the teachers also may be considered.

Lazarus is cautious about the loss of independence that comes from a charter designation, as well as the Catholic identity issue. Yet he says the Nativity Prep model is so vital to inner-city kids that it must carry on.

"Will USD continue to support David whenever it can, in organizational as well as

"There comes a time and place where people have to decide where they stand on education, and you have to do what it takes to make it happen. This is that time."

If the charter designation isn't granted, Rivera says with all earnestness that he isn't worried. He says the Nativity Prep concept will carry on, because it works and because there are enough talented people supporting it. As he has in the past, he says God will see to it that the children will be taught.

In an uncharacteristic moment of uncertainty, Rivera wonders aloud if he might not be the best person to lead the school. He admits he gets easily distracted by the little things — mousetraps and copier paper. He worries that he doesn't know enough about education, that his expertise lies more in raising money, raising hope. His humbleness refuses to let him take credit for what he has created.

"I think if I went away someone would come in and pick up the slack and do a better job," he says. "This isn't thriving because of me, it's thriving despite me. The spirit is leading this and it has a life of its own. I'm just going with the flow of what the spirit wants me to do." ✦

For information on Nativity Prep Academy, visit www.nativityprep.org, or call (619) 239-9285 or (619) 544-9455.



An Amazing Pace

Class Notes



1960s

1961

UNDERGRADUATE ALUMNI

Sister **Patricia Hanson** provides spiritual direction at the La Providencia Spiritual Renewal Center in Alpine, Calif., which includes workshops for people of all faiths.

1962

UNDERGRADUATE ALUMNI

Patricia (Young) Williams continues to enjoy her business, Pattycakes, which does catering, personal assisting and caring for the elderly. Her eldest daughter, **Reina '95**, was married to Thomas Ladd Robinson in March 2001 at the Grande Colonial in La Jolla. Her youngest daughter, Andrea, works in the J. Smith National Forest in Crescent City. As a new class correspondent, Patricia would love to hear from her classmates at patty-cakes@ixpress.com.

1965

UNDERGRADUATE ALUMNI

Sarita Doyle Eastman is a physician in the Carmel Valley area, north of San Diego, specializing in developmental and behavioral pediatrics. ... Mary W. Schaller's

Harlequin Historical novels were just translated for the Czech Republic, the 11th foreign country to publish her books. Her first non-fiction book, *Papa Was a Boy In Gray: Memories of Confederate Veterans by Their Living Daughters*, recently was released.

1966

UNDERGRADUATE ALUMNI

Richard Nelson is a foreign service officer at the U.S. Embassy in Athens, Greece. After graduating from USD, Richard served three years in the Peace Corps in Brazil and then had a family construction business in Los Angeles for 25 years. He joined the Foreign Service after working as an administrative officer for the Peace Corps in Cape Verde, Africa.



1970s

1976

UNDERGRADUATE ALUMNI

Hope (Kirk) Hernandez is busy volunteering with church ministries, traveling, dancing and remodeling her house with husband Bernardino.

'Team Guido' Cashes in on TV Reality Show Celebrity

LIKE THE DOUBLE-CROSSING, DESPICABLE TELEVISION REALITY SHOW VILLAINS WHO GRACED THE tube before him — think "Survivor's" Richard Hatch — Bill Bartek '75 knows the value in being the TV guy you love to hate.

While Bartek and life partner Joe Baldassare's third place finish last fall on the CBS reality show "Amazing Race" netted them only \$10,000 — a pittance compared to the \$1 million first prize — the reputation they developed as bad boys during the six-week global treasure hunt earned them stints as cor-

respondents for the "Rosie O'Donnell Show," a shot at hosting their own cable talk show and a legion of fans who shower them with their trademark Chardonnay wine.

"It's like I say, everyone knows who Alexis Colby was on the TV show 'Dynasty' because Joan Collins made her such a great villain. But no one remembers Krystle Carrington, because she was the good girl," says Bartek, 48, who, when he's not trotting the globe in reality shows, is a real estate broker in southern California.

A Web poll of the show's fans ranked "Team Guido" — the moniker he and Baldassare used



Bill Bartek '75 (right) celebrates with "Amazing Race" partner Joe Baldassare during a checkpoint in El Jem, Tunisia.

Class of '75 Portrait

after their pet Chihuahua — dead last in popularity. While the nasty image boosted their marketability, Bartek — who really is a nice guy — says the reputation was purely unintentional. It came about when they tried to delay fellow contestants at an African airport by standing in front of them as they boarded their plane. Timing was critical in the show, because the team that reached a checkpoint last during each episode was eliminated.

"The way the show portrayed the airport made it look like some horrible international incident ... when we just wanted to

delay them a bit," Bartek said of the Tunis airport, where a brief shoving match ensued. "After that, anything we did at all had a hint of evilness to it. Other teams treated us like outcasts, but you can't be pals with the people you are trying to beat in a race."

Bartek says he's square with his fellow contestants now that the show has ended, and is good friends with a few of the teams, who traversed 41,000 miles in 31 days following clues and performing challenges like bungee jumping or slogging through the Paris sewers. While the opportunity to see the world on the network's dime was immeasura-

ble, Bartek says the tests of his will were the most memorable.

"There were days where you didn't eat or sleep, but it was the mental part that was the most stressful. I'm acrophobic, and I had to bungee jump off a 300-foot cliff," says Bartek, whose ear-splitting scream as he leapt left him without a voice for two days. "It (the race) made you do things beyond what you ever thought you could accomplish."

But what about the real challenge — living for a month with a camera crew watching and taping your every move?

Remarkably, Bartek says he got used to eating, sleeping and living with strangers 24/7. The

hard part, he says, was keeping a lid on the emotional stuff so the pair's dirty laundry wouldn't be aired in public. To that end, he and Baldassare agreed that if things got stressful, they'd simply say "enough said" and drop the subject until they could discuss it off-camera.

"There were a lot of implosions going on with other relationships, but we never got into it. The producer finally asked us why we kept saying 'enough said,' and we just smiled," Bartek says. "The funny thing was, we never did talk about those things that got us angry later, so they must not have been a big deal in the first place."



ALUMNI GALLERY

1977

UNDERGRADUATE ALUMNI

Maureen (Griffin) Ricketts (M.Ed. '78) is in her first year as an elementary school assistant principal in Cupertino, Calif., after teaching in special education for 22 years. Maureen is attending Santa Clara University to earn her administrative credential and is busy with her three children, Erin, 19, Sean, 18, and Colleen, 14.

1978

UNDERGRADUATE ALUMNI

Anne Carey Brandt (M.Ed. '80) is in her 18th year with the Julian Union School District as a special programs coordinator and special education counselor. Anne and her three daughters, Courtney, 18, Catherine, 15, and Cailen, 11, live in Ramona, Calif. ... **Sylvia Ferrer-McGrade** (M.Ed. '79) teaches kindergarten at Dingeman Elementary School in San Diego.

1979

GRADUATE AND LAW SCHOOL ALUMNI

Mace Yampolsky (J.D.) recently was certified as a trial advocate by the National Board of Trial Advocacy, the only national board certification for trial attorneys.



1980s

1980

GRADUATE AND LAW SCHOOL ALUMNI

Capt. Charles Mount (M.Ed.) is commanding officer of the Naval School Sciences in Portsmouth, Va., the Navy's largest medical training command for physician assistants and hospital corps staff. Charles previously was commanding officer of the Naval School of Health Sciences in San Diego.

1982

UNDERGRADUATE ALUMNI

Gilbert March recently left Pitney Bowes after 12 years for additional training and a job search in information technology, and says he'd love to move back to San Diego. As a new class correspondent, Gilbert encourages his former classmates to e-mail him with their news at NT4mcp99@hotmail.com.

1983

GRADUATE AND LAW SCHOOL ALUMNI

Randolph M. Hammock (J.D.) is a senior trial attorney for a nationwide law firm specializing in motorcycle-related cases. He is licensed to practice law in 11 states. ... **Mark Tunney**, director of sales and marketing for the Westin Michigan Avenue Hotel, is running for the 7th Congressional District in Illinois. Mark decided to make his first run at public office because he says the district is represented by career politicians and needs a fresh perspective.

1984

UNDERGRADUATE ALUMNI

Vincent Kasperick is founder and president of AIMLOAN.com, an Internet mortgage company that offers discount mortgages and realty services.

1985

UNDERGRADUATE ALUMNI

Bob Infantino Jr. recently was named associate dean of undergraduate programs at the University of Maryland, and also will serve as the director of the biological sciences program. Bob and his wife, Doris Campo-Infantino, have two children, Ann Marie, 17, and James, 7.

GRADUATE AND LAW SCHOOL ALUMNI

Doug Kroll (M.A.) received a Ph.D. in history from Claremont Graduate University in 2000, and teaches history at the College of the Desert in Palm Desert, Calif. ...

Robert Santillan (M.A.) is director of special education with the Santa Ana Unified School District.

1986

GRADUATE AND LAW SCHOOL ALUMNI

Carlos Juarez (M.A.), an adjunct faculty member at USD from 1994-96, is an associate professor of political science and academic coordinator for international studies at Hawaii Pacific University in Honolulu. Carlos, who received his doctorate from UCLA, was a Fulbright scholar in Mexico, 2000.

1987

UNDERGRADUATE ALUMNI

Sharon Amend is the U.S. tax manager for Science Applications International Corp. in San Diego. ... **Arian Collins** recently published a novel, *Flamma! Sword of a Double-*

Edged Adventure to Nowhere, described as a work of "ridiculous outcasts and outlaws, biting dialogue, head-spinning wordplay and an over-the-top storyline." Arian, who is a public information officer with the City of San Diego, is selling his book on Amazon.com and Borders.com. ... **Madeleine P. Ferbal** currently is serving aboard the *USS John C. Stennis*, which is engaged in the war against terrorism. ... **Mark Veals** is a controller for a real estate developer in Portland. Mark and wife Maureen have a daughter, Haley, 1.

GRADUATE AND LAW SCHOOL ALUMNI

Michael G. Vranicar (J.D.) practices patent litigation with Fitch, Even, Tabin and Flannery in Chicago.

1988

GRADUATE AND LAW SCHOOL ALUMNI

Maureen Orey (M.Ed.) is a regional manager for the American Society for Training and Development. Maureen works from her home office in Spring Valley, Calif., and travels to 19 Western states working with ASTD chapters.

1989

UNDERGRADUATE ALUMNI

Kathleen (Kelley) and **David Pugh** moved to Virginia in June, where Dave is a lieutenant commander in the U.S. Coast Guard. Kathleen is at home raising their three children, Kelley, 7, Katie, 6, and Evan, 2. ... **Michelle Quinn**

recently passed the New Jersey and New York bar exams after finishing law school at Rutgers University. Michelle lives in New York and is a judicial law clerk for a Superior Court judge.

GRADUATE AND LAW SCHOOL ALUMNI

Lynne (Shaughnessy)

Medsker (M.Ed.) is a guidance counselor at Westwood High School in Massachusetts and has two children, Shawn, 2, and Hannah, 1. ... **Julie Cowan Novak** (D.N.S.) recently was named president of the National Association of Pediatric Nurse Associates and Practitioners, an organization of 6,200 pediatric nurse practitioners who provide primary health care to children. Julie and her husband, Bob, have three college-age sons, Andrew, Nick and Chris.



1990s

1990

UNDERGRADUATE ALUMNI

Richard and **Kimberly Hell** live in Monterey, Calif., where Richard is in private practice as a gastroenterologist. Kim is taking a break from her nursing career to be a full-time mom to their son Johann, 2. ... **William Sheibner** recently completed a two-year assignment in

WHAT IS IT? (from page 5)



It is the statue of **Our Lady of Grace**, which rises 11 feet above The Immaculata dome and weighs nearly five tons. Created by artist **Chris Mueller**, it has been long-rumored that he used then budding actress **Raquel Welch** as a model for the statue's face. When it was lowered in place by a helicopter on Dec. 8, 1958, the statue almost failed to reach its target — a gust of wind from Tecolote Canyon caught the helicopter, which lurched several feet, nearly hitting the church roof.

Istanbul, Turkey, and now works at the U.S. Embassy in Mexico City.

GRADUATE AND LAW SCHOOL ALUMNI
Janet (Gaunt) Coover is a counselor at La Presa Middle School in La Mesa, Calif. She has two stepsons, Paul and Jeff, with husband Steve.

1992

UNDERGRADUATE ALUMNI

Danielle (Sherman) Kaplan (M.B.A. '00) is the accounting manager at Molecular Simulations, Inc. in San Diego. She and husband Ron are the parents of a daughter, Rachel Leah.

GRADUATE AND LAW SCHOOL ALUMNI

Candace (Browning) Easterling is working on her teaching credential at Cal State San Marcos. She and her husband are raising two boys, Gabriel and Dominic. ... **Peter "Chris" Hove** is a vice president of commercial banking at the First National Bank of Omaha.

1993

UNDERGRADUATE ALUMNI

Curtis Foust (M.B.A. '95) lives in West Virginia and is a contracting officer for the United States Department of the Interior. He has plans to visit Europe this summer. ... **Jennifer (Gardner) Wiedel** and husband Courtney live in New Zealand. The couple travel extensively and Jennifer reports they have had many fun adventures. ... **Angela (Haddad) Olson** is a teacher in Las Vegas.

1994

UNDERGRADUATE ALUMNI

Debbie Presson earned her master's degree in counseling from Loyola Marymount University and teaches Spanish in Palos Verdes, Calif.

1995

UNDERGRADUATE ALUMNI

Lisa (Rigney) Teves and husband Larry are parents to twin daughters and a son. The family lives in San Diego.

1996

UNDERGRADUATE ALUMNI

Elizabeth (Khan) Boyd and husband Johnny live in St. Louis, where she works at a CPA firm. Elizabeth recently earned her master's degree in taxation from Golden Gate University.

1998

UNDERGRADUATE ALUMNI

Valerie Franziska is a United Airlines flight attendant. ... **Amy Knoten** is working on a master's degree in European studies and international economics from Johns Hopkins University. After a year in Bologna, Italy, she will finish her work in Washington, D.C. ... **Julie Shepard** received a \$20,000 grant to pursue her elementary school teaching credential and master's degree in education at Pepperdine University.



2001

UNDERGRADUATE ALUMNI

Brianna Tatarian has been named a travelling consultant for Kappa Kappa Gamma Fraternity. She will visit more than 30 chapters of the fraternity, assisting in chapter organization and programming.



UNDERGRADUATE ALUMNI

Edward Bahny '92 wed Janna Copley on Aug. 25 in Beverly Hills, Calif. The couple honeymooned in Belgium and Italy and make their home in Hermosa Beach, Calif. Ed is a probate and elder law attorney and Janna works in production for TNT original movies. ... **Vicki Czarzasty '95** married Charles Ailey on Oct. 20 in San Diego. They now live in Panama City, Fla., where Charles is stationed at Tyndall Air Force Base. Vicki is the director of catering at Edgewater Beach Resort in Panama City Beach, Fla. ... **Karen "Kari"**

TELL US ABOUT IT

Send class notes to either your class correspondent or one of the following addresses, and we'll get it in *USD Magazine* as soon as possible. Class notes are edited for space, and only wedding information, not engagements, will be published.

E-mail: classnotes@sandiego.edu

Web site: <http://alumni.sandiego.edu/usdmagazine>

U.S. Mail: **USD Magazine**
Publications Office
University of San Diego
5998 Alcalá Park
San Diego, CA 92110



Fortune '95 married Mark Lilley on Oct. 6 in Phoenix. The couple bought a home in Denver, where Mark works for a Web site design company and Kari is in a communications position. ... **Ryan Azlein '96** married Nicole Castillo on June 22 in Camarillo, Calif. The couple live in Woodland Hills, Calif. Nicole teaches kindergarten and Ryan, who graduated from U.C. Berkeley School of Law in 1999, works in a Los Angeles law firm. ... **Jodie Dawson '96** married **Sean Flannery '96** on June 16 in Founders Chapel. ... **Nicole Messineo '96** was married to Sean Anthony of Littleton, Colo., on Nov. 3 in Founders Chapel. Nicole is an attorney with Tobin Lucks, a workers compensation defense firm in Irvine, Calif., and Sean is a golf professional. The couple live in San Clemente, Calif. ... **Tamela Bernhart '97** wed West Reese on Oct. 5 at the Grand Wailea Resort in Maui, Hawaii. The couple live in downtown San Diego, where Tamela is director of public relations for a construction firm and West is a branch manager for a Hertz equipment rental store. ... **Heather Parker '98** married Daniel Piombo on Nov. 3 in La Jolla, Calif. They live in San Diego, where Heather is a certified public accountant for Bruno, Mack & Barclay, and Dan is a tax specialist for RSM McGladrey. ... **Amy Willmon '98** and **Dominic Repetti '00** married on Aug. 18 in Santa Barbara, Calif. The couple recently bought a house in Encinitas, Calif. Dominic is an investment broker for A.G. Edwards in La Jolla, Calif., and Amy is a third grade teacher at a private school in San Diego. She currently is finishing her master's in education.

... **Tom Gabon '99** wed Angi Vest last September in Boulder, Colo. ... **Erin Fleming '01** married Steven Block on Sept. 15 at the Quail Botanical Gardens in Encinitas, Calif. The couple live in Encinitas and Erin works in Del Mar, Calif., where she is an administrative assistant for a company called Verticalband, Ltd. ... **Robin Perkins '01** wed **Ben Mosley '00** in Founders Chapel in June. The couple live in Del Rio, Texas, where Ben is a second lieutenant in the Air Force and Robin is a dance instructor.

GRADUATE AND LAW SCHOOL ALUMNI

Patti Garcia '89 (J.D.) married Frank Thomas on May 6 in St. John, one of the U.S. Virgin Islands. Patti is a San Diego Superior Court Commissioner and Frank is a marketing executive for Claritas.



UNDERGRADUATE ALUMNI

Jill (U'Ren) Ramar '87 and her husband, Dan, celebrated the birth of their first child, Nathan Daniel, on Oct. 15. The family lives in Santa Cruz, Calif. ... **Kiersten (Schwoob) Light '88** and her husband, Adrian, welcomed their second child, Benjamin Colwell, on Nov. 10. Benjamin joins sister Sophie, 3. Kiersten is a program manager with Agilent Technologies in Santa Rosa, Calif. ... **Meredith Manning '90** and **Jeff Youel '91** celebrated the birth of their daughter, Alexandra, in February. The family resides in Carmel Valley, Calif. ...

continued on page 32

CAREER ACHIEVEMENT AWARDS

AUTHOR E. HUGHES



USD GRADUATES KNOW THEIR DIPLOMA MEANS MORE THAN A UNIVERSITY EDUCATION — it signals a lasting commitment to service and community. Each year, the university recognizes five alumni who live out that mission by honoring them with the Author E. Hughes Career Achievement Award.

Named for the president emeritus who led the merger of USD's men's and women's

campuses and helped build USD into one of southern California's premier Catholic universities, the award highlights the professional accomplishments of a graduate from each of the five schools — arts and sciences, education, law, business and nursing.

This year's recipients include a prominent law enforcement official, an educator who brings community service into the classroom, the chief of staff for California Gov. Gray

Davis, a pair of brothers who employ thousands in Mexico and South America, and a nurse who travels the world delivering medical supplies to some of its poorest residents.

The honorees will be recognized at a black-tie gala on May 11 at the Manchester Grand Hyatt in San Diego, and all alumni are invited to attend. For tickets and information, call (619) 260-4819.

School of Education Judy Rauner '95 (M.Ed.) USD Director of Community Service-Learning



It seems as if Judy Rauner has been training all her life for her career. As a young girl, when a flood hit her small Iowa hometown in the late 1940s, Rauner convinced the local Red Cross to allow her to volunteer, even though she was under-age. Since that day, she has carved a life path centered on giving back to her community.

For the past 16 years, Rauner has directed USD's community service-learning program, which puts students to work in surrounding neighborhoods as part of their holistic education. Students volunteer at juvenile hall, the

Linda Vista Teen Center, Kearny High School and the Tecolote Canyon Nature Reserve, and serve as math, language and computer tutors, recreational assistants and Head Start aids to children at nearby elementary and middle schools. When Rauner came to USD, only one official service project — a senior citizen volunteer program — was on the books. The program now includes three staff members, 20 student AmeriCorps volunteers, 40 student volunteer leaders, 1,200 student classroom volunteers, 1,000 students volunteering outside of their course work, and 100 work-study students.

"For me, this type of work is not a career but a vocation," says Rauner, who will retire from USD in June. "We address real projects and we do it by combining service and learning. To see the tremendous collaboration and the reciprocal learning among students and neighbors has been such a joy."

School of Business Andres '94 (M.B.A.) & David '97 (M.I.B.) Garza Herrera Owners, Xignux Corporation



David Garza Herrera

Brothers Andres and David Garza Herrera came to USD to learn about international business and finance, using those lessons to expand the company started by their father and to help it flourish in a nation that only recently opened its borders to competition.

The siblings own Xignux, a Mexican company that sells auto parts, lighting, chemicals, food, cable and electrical goods in more than 40 countries. Xignux has five divisions and more than 24,000 employees working in 35 manufacturing facilities and 50 distribution centers in Mexico, the United States, Argentina and Brazil.

"When the company was first started in 1956 by my father, Mexico had a closed economy," Andres says. "When Mexico started opening its economy to the world in 1985, we began forming partnerships and diversifying."

Andres oversees the company's wire and harness branch within the auto parts division. David heads the power and cable department within the wire and cable division. Under the leadership of their brother, Eugenio Garza, the company's chief executive officer and president of the board, the business has tripled in sales since 1994. The company's next goal is to launch operations in China.

"We are very pleased and honored to have been selected for this award," Andres says. "We feel we are representing our university and our country, and we feel a need to succeed not only for ourselves, but for USD."



Andres Garza Herrera

College of Arts and Sciences
William Gore '69
 Special Agent in Charge, San Diego FBI



William Gore left San Diego more than 30 years ago, joined the Federal Bureau of Investigation and found a lifetime calling. The culmination of his career came five years ago, when he returned to his hometown as the special agent in charge of the San Diego and Imperial counties FBI field office, the 11th largest office in the nation.

At any given time, Gore supervises more than 250 agents investigating about 1,000 open cases. After the terrorist attacks of Sept. 11, his

responsibilities expanded into examining San Diego connections to the attacks, unearthing information about potential security threats in the region and protecting against future attacks.

"Everybody in the FBI is acutely aware of the immense responsibility that has been placed upon them since Sept. 11 to not let it happen again," Gore said in a recent *USD Magazine* article.

Gore, a former naval aviator, joined the FBI in 1970 and investigated bank robberies, fugitives, bombings and hijackings at offices in Kansas City and Seattle. As part of the bureau's National Security Division, he helped implement the historic Foreign Intelligence Surveillance Act, which shifted authority for wiretaps in counter-intelligence and counter-terrorism investigations from the FBI director and the attorney general to a panel of federal judges.

In 1988, Gore was the FBI representative to the National War College, where he specialized in the study of Eastern Europe. In 1994, he was appointed as one of nine national assistant FBI directors and put in charge of the Inspection Division, which evaluates FBI field offices around the world.

When he arrived at the San Diego office, Gore undertook a crime survey of the region, resulting in the formation of a cybercrimes squad to address high-tech fraud, embezzlement and espionage. Gore also founded a Joint Terrorism Task Force and continues cooperative international efforts to combat drug trafficking and medical fraud on both sides of the U.S.-Mexico border.

School of Nursing
Ruth Grendell '81, '91 (M.N.Sc., D.N.Sc.)
 Nursing Professor



As a nursing professor for 18 years at Point Loma Nazarene University, Ruth Grendell knew her education transformed students into nurses who someday would be on the front-lines of health care. But as a nurse, she missed that feeling of nurturing a soul back to health.

To that end, Grendell blended her nursing skills with community service by organizing yearly expeditions to provide health education and immunizations in remote villages and missions in South America, Africa, China and the Navajo reservation in Arizona.

Grendell and her nursing students brought medical supplies and nursing texts to hospitals in

India, where there was no electricity or running water and the most recent medical books were 30 years old. She taught villagers in the Andes mountains in Peru how to brush their teeth, and offered information about nutrition and hygiene to rural farmers in the Philippines, who were living in refugee camps after losing their homes in a volcanic eruption. Most recently, Grendell traveled to China with a group that raises funds for humanitarian projects and investigated how some of the country's orphanages were using that funding.

While she knows that she can't cure all the ills of the world, Grendell does what she can to make a difference.

"I have to know that while I was there I did something that impacted the lives of the students or the people I treated," says Grendell, who now teaches nursing part time at the University of Phoenix campus in San Diego. "Perhaps it had enough of an impression on the students that they will have more compassion in their work."

Dottie Crummy, chair of the nursing department at Point Loma Nazarene University, says Grendell helped make her students become better nurses. "When students come back from a trip with Ruth, they have such an appreciation for what we have in America that it changes their lives forever."

School of Law
Lynn Schenk '70 (J.D.)
 Chief of Staff, Gov. Gray Davis



Lynn Schenk sought a career promoting women's rights, and her name has been associated with many "firsts" — she was San Diego Gas and Electric's first female attorney before working as special assistant to vice presidents Nelson Rockefeller and Walter Mondale, she was the first woman to represent San Diego in the House of Representatives, and she is the first woman to serve as chief of staff to a California governor.

Schenk, who has been Gov. Gray Davis' chief of staff and senior policy adviser since 1998, describes her job in two words: "crisis manager." She was deeply involved in negotiations with power companies during California's recent energy crisis, she developed the governor's aging with dignity initiative, and she has worked on expansion of the state's train service and safe skies program.

"The aspect of my career of which I am most proud," Schenk says, "are the occa-

sions when I dared to take a risk, to face doubters and even ridicule to stand up for what I believe in because it was the right thing to do."

Schenk's husband for the past 30 years, School of Law Professor Hugh Friedman, says he's pleased that the school had a role in fashioning such an alumna.

"I've always felt that Lynn was very special in the kinds of talents and gifts she possesses, and her motivation to use them to make a difference in people's lives," Friedman says.

"Over the span of her career, it has probably been her service to the equality of opportunities for women that has made the most impact," Friedman says. "I know if it wasn't for Lynn there would be a lot fewer women holding public positions and sitting as judges."



ALUMNI GALLERY

Births, continued from page 29

Robert La Flamme '91, a captain in the U.S. Army, and his wife, Kristin, had their second child, a daughter named Karja Alina, on Oct. 10 in Wiesbaden, Germany. ... **Lara (Smith) Blair '93** and her husband, Dave, welcomed their second daughter, Rachel Mae, in August. Rachel and sister Katie hang out with mom as she takes a hiatus from teaching. ... **Julie (Underhill) Butscher '93** and her husband welcomed their first child, Andrew Underhill, on June 20. The family lives in Littleton, Colo. ... **Heather R. (Schroeder) Cook '93** and husband Rory were blessed with their first child, Riley Benjamin, last spring. The parents are optometrists in the same Portland, Ore., office. ... **Neal '94 and Gina (Hamilton) Meyer '93** welcomed their daughter, McKenzie Dakin, on Oct. 27. Neal is a scout for the Portland Trailblazers of the NBA. ... **Jenna (Barkema) Roos '93** and her husband, Jim, celebrated the birth of their second child, a daughter named Carson Taylor, on Oct. 24. She joins brother Evan James, 3. The family currently resides in Temecula, Calif., where Jenna is a stay-at-home mom. ... **Cortney (Collins) Royer '93** and husband Garrin celebrated the birth of their daughter, Bella Wilson, on Nov. 14. ... **Jay Vigeland '94** and his wife, Kristen, celebrated the birth of their son, Theodore John, known as T.J., in August. Jay is a director of marketing in Camarillo, Calif., and Kristin is a stay-at-home mom who says she's raising their future USD student. ... **Adrienne (Gazzano) Steenblock '97** and her husband, Kurt, welcomed their second child, Carson, on Sept. 6. Carson joins big brother Jackson, 3. The family lives in San Diego.

GRADUATE AND LAW SCHOOL ALUMNI

Barry Stewart Mann '89 (M.F.A.) and wife Sheri Mann Stewart welcomed their second son, Royce Carter Mann, on Oct. 29. Barry is an actor, storyteller and arts educator in Atlanta, Ga. ... **Gillian Albert '96** (M.Ed.) and husband James celebrated the birth of their second son, Michael Jason, on Jan. 11.

In Memoriam



The Rev. **Patrick Cahill**, director of athletics from 1979 to 1988, passed away Feb. 5 at St. John's Hospice in Springfield, Ill. He was 69. Rev. Cahill guided the transition of USD athletics from Division II to Division I in 1979 with the school's acceptance into the West Coast Conference, and was responsible for adding men's and women's cross country, men's soccer and softball as intercollegiate sports. He was inducted into the USD Athletics Hall of Fame in 1995 for his tireless work on behalf of USD's sports programs. Rev. Cahill left USD in 1988 to serve at Guardian Angel Cathedral in Las Vegas, which he left in 1996 to become pastor of St. Jude Catholic Church in Rochester, Ill. Memorial donations can be made to: St. Viator High School Scholarship Fund, 1212 East Euclid Ave., Arlington Heights, IL 60004. ... **Richard V. Aborjaily '73** (J.D.) passed away June 29 in Enfield, N.H., after a battle with cancer. He was 52. After graduating from the School of Law, Richard practiced law in Boston and in 1977 began working for New Hampshire Legal Assistance. He later opened his own practice and taught at Vermont Law School as an adjunct professor. He is survived by his wife, Cynthia; two daughters, Loren Griffin and Amerin Aborjaily; and a grandson. ... **Peggy (Metscheller) Parker '71** passed away Jan. 24 in Ramona, Calif., after a battle with non-Hodgkins lymphoma. She was 54. Peggy received her bachelor's degree in history and met her husband, Bruce, while at USD. The couple have two sons, Matthew and Eric.

Class Correspondents

If your class does not have a correspondent and you would like to volunteer, please contact USD Magazine at (619) 260-4684, or e-mail us at classnotes@sandiego.edu.

If your class has a correspondent, please send news directly to him or her, or e-mail notes to classnotes@sandiego.edu.

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Save the Date: Nov. 8 – 10

Homecoming and Reunions 2002

Event Chair: **Richie Yousko '87**

Volunteers are encouraged to participate in reunion planning for the following classes: 1957, 1962, 1967, 1972, 1977, 1982, 1987, 1992, 1997.

If you are not celebrating a reunion and would like to volunteer, we would love to have you join the 2002 Homecoming Committee.

For more information, call the Office of Alumni Relations at (619) 260-4819.



"There are so many ways nurses can contribute to health care," she says. "The increased role of the nurse practitioner in recent years, for example, has dramatically improved health care delivery in the United States. One of the wonderful things about the USD program is we prepare nurses who will not only help fill these new roles, but work to find newer ones."

Rodgers also led the uphill battle to create a nursing Ph.D. Years earlier, Palmer had fought to establish the doctorate in nursing science, or D.N.Sc., an advanced degree that emphasizes clinical expertise. Some in university administration felt that degree was sufficient, but Rodgers never wavered in her belief that the nursing school should offer students the opportunity to do the original research that is required for a Ph.D.

"Creating the Ph.D. was a major step forward for the school, and it was Janet's determination that made it possible." — Mary Jo Clark, associate dean

"There is definitely a need in the profession for people with a doctorate in nursing science degree, because that hands-on expertise is so crucial," Rodgers says. "But it is important for both the school and the profession to offer a program that breaks new ground and advances the science. We needed it to put us on the map with other major nursing programs."

Rodgers campaigned, cajoled, charmed and, on occasion, twisted a few arms, and in 1998 the USD board of trustees approved the doctor of philosophy in nursing. Mary Jo Clark, the school's associate dean, says Rodgers virtually willed the program into existence.

"She worked hard for the support we needed, and cleared the way for faculty to both do their own research and to supervise that of our students," Clark says. "Creating the Ph.D. was a major step forward for the school, and it was Janet's determination that made it possible."

The new degree program already has shown dividends. In the 1990s, USD won almost \$4.5 million in nursing research grants, an impressive figure for a school with an enrollment a fraction of the size of its competitors. And the school began to attract top students who only a few years before might never have considered USD.

Rodgers was never one to sit in an ivory tower. She began her career as a staff nurse at the New York Psychiatric Institute and always remembers the reason she chose the profession — to help others. While in high school, Rodgers met a patient who galvanized her decision, a 19-year-old man who had been in a motorcycle accident.

"He was a quadriplegic," Rodgers recalls. "My heart just went out to him. He had to have absolutely everything done for him. He was so vulnerable, humiliated, sad, embarrassed. I had always known I wanted to work with people and it was then I realized I wanted to be in a position to help people like that young man, to make sure they got the respect they deserved."

Rodgers worked for six years as a psychiatric nurse before her alma mater, Wagner College, contacted her about teaching a class. She had little interest in teaching, but gave it a shot.

"I loved every minute of it," she says. "I went back to school to get a Ph.D. and have been fascinated by education ever since."

As an educator, Rodgers implored her faculty and students to find ways to serve San Diego's residents. Her main focus has been on outreach efforts to women, underserved populations and the international nursing community.

"The meaning of the word community in San Diego has changed, and we have tried to change with it," she explains. "San Diego is an international city, so we encourage international students to come here, and for our students to study abroad. We are a border city, so we developed a Latino health care program to address those needs. We work with the homeless, Alzheimer's patients and their families, migrant workers, and African American, Hispanic and Filipino families."

"The reason I got into nursing in the first place was to help people," she adds, "and these kinds of efforts seem to be a very logical extension of that."

Rodgers approaches retirement with the same energy she brought to her job at USD. While she intends to spend more time with Terry, her husband of 40 years, and indulge her passion for gourmet cooking, she is not about to abandon her dedication to nursing. She plans to increase her activity on the Scripps Health board of trustees, helping to run the largest health care system in San Diego.

Rodgers also plans to keep in close contact with that university on a San Diego hill, the one that she once had no interest in leaving the East Coast to visit.

"USD is a beautiful place," she says, "and I don't mean just the buildings. There is a sense of respect for others here and the different work they do that is truly special. I always thought I was an East Coaster through and through, but USD and San Diego are so much a part of me now, I can't imagine being anywhere else." ♦

"If some schools move to other measures, the SAT will still be around," says Pultz, who says USD sets no minimum SAT score and does not require students to take SAT II tests. "The number of college applicants is growing every year, and there are more students who set their sights on just one school. In that climate, the SAT score is one more thing that can set a student apart from their classmates."

Although Pultz doubts that Atkinson's proposal will change much at USD, the UC president's speech was met with praise by those who deride the competitiveness of the SAT process and claim the test favors higher-income students, who have the money for test-prep courses and can take the test many times. Atkinson also faced criticism from those who believe the UC system would be abandoning an important standard. In the middle, most counselors say the change won't have a great impact on the nation's elite colleges, or the students trying to get into them.

"The reality is that if it's not the SAT, it will be something else," says Bonnie Laughlin, a high school counselor with 25 years of experience in public and private schools. "I'd rather see students spend time on the skills that will help them in the future, but in any standardized testing environment there will be a certain amount of game playing, of students trying just to beat the system."

But what happens when the system beats the student? If a student scores lower than he or she expects on the SAT, Pultz and Laughlin say the most important thing is for parents and students not to believe the world is coming to an end. Taking the test once more might help, but it's not advisable to take it five or six times, because every score gets sent to colleges where the student applies, and the slew of scores might raise a red flag.

Finally, if the near-perfect score still isn't there, don't panic, take another look. Among the thousands of colleges and universities in America, there's more than one good match for every student. Savvy high school counselors and college guides almost always have a list of hidden gems, those non-name-brand schools that provide an excellent education. And to admissions officers, finding the right students for their college — students who will be happy and successful — is much more than just looking at SAT scores.

"I have seen kids devastated that they didn't get into their first-choice school, and then come back and tell me they're ecstatic after a year at their second- or third-choice school," says Laughlin. "If I could tell every parent and student one thing, it's that your life does not revolve around what school you get into, it's what you do when you get there." ♦



Dorm Life Isn't Such a Bad Life for this Professor

Some may think he's crazy, but for Rafik Mohamed, assistant professor of sociology, living among students in a dormitory the past 18 months has been an eye-opening experience. Mohamed is participating in the pilot Faculty in Residence program, which places faculty in residence halls to encourage the intellectual climate and academic involvement of students living on campus. His positive experience prompted him to reserve a space in USD's newest residence hall, Tecolote Village, which when it opens this fall will feature 14 faculty, staff and graduate assistants living and working alongside more than 300 upperclassmen.

If one more loud party wakes me up, if I have to break up one more fight between drunken fraternity guys, or if I come home one more time to find someone's overindulgence spewed in my threshold, I'm out of here. No kidding! These college kids are animals and living among them for the past year and a half has been one of the worst lapses in judgement I've ever made. It ranks right up there with that time when I was 12 and thought my Shazam Halloween costume would really enable me to fly out of my second-story bedroom window.

That is what I thought I would be saying of residence hall life when I applied for USD's Faculty in Residence program in spring 2000. After all, it had been more than 10 years since I lived among college students and, back then, I was one of them. But I had promised myself when I began teaching that I wouldn't be one of those professors who alienated himself from his students. So, in exchange for free room and board and providing 10 to 12 hours per week of interaction and programming in the residence hall, I believed I could avoid being one of those old, stiff professors that I dreaded as a student.

"The students didn't party incessantly. I never came home to find beer cans littering the hallway. It wasn't 'Animal House' and Flounder didn't live next door."

Still, I was hesitant even after speaking with Rick Hagan, director of residence life, who assured me that college kids were not as unruly as they are so often depicted. "In fact," he said, "I think you'll be surprised at how quiet it usually is up there." There was the Alcalá Vista Apartments located at the far east end of campus.

Reservations notwithstanding, in the fall I moved in to my one bedroom corner apartment in Cuyamaca Hall with a partial canyon view, and prepared for the worst. But the worst never came. The students didn't party incessantly. I never came home to find beer cans littering the hallway. It wasn't "Animal House" and Flounder didn't live next door. To my knowledge, public safety has never had to visit my floor. Sure, there was the flying pumpkin incident last November, but for the most part, my experience has been largely contradictory to what both I and most of my colleagues might have expected.

The truth is, I'm usually awake after most of the students have checked in for the night. It is more likely that I have to watch the volume level on my stereo out of respect for them rather than the other



Professor Rafik Mohamed

way around. Heck, if you stroll through the Vistas after 10 p.m. on a week night and peer up into the windows, you'll actually see students reading and sitting in front of their computers. If you venture into the student lounge, you'll find more of the same. Disgusting isn't it? What ever happened to trashing the dorms and drinking games and all that other stuff that we tend to remember as typical of college life?

I'm sure these things still exist or else it wouldn't be college. However, living among the students in the Vistas has given me the opportunity to remember the other aspects of campus life that don't stand out in my memory as much. I had almost forgotten staying up late to stay on top of my reading, or surrounding myself with stacks of reference materials to crank out research papers. I had equally forgotten how college life introduced me to different people, different cultures and to some of the friends I have today.

Most important, living on campus as faculty has allowed me to connect with students on levels that are generally unavailable in the more genteel settings of academe. I have the opportunity to talk with them about their thoughts and concerns, both inside and outside of the classroom. They regularly tell me which professors they like and don't like — and why! They ask me about careers, graduate school and other plans after college. I've been stopped several times in the parking lot or the hallways and introduced to visiting parents. I also get to hear the kind of music they listen to. I know what TV shows they watch. And yes, I even get weekly updates on Rachel and Joey, Chandler and Monica, and the rest of the "Friends."

If I could be so bold as to borrow from the iconic sociologist Erving Goffman, I also get a front row seat to observe their interaction rituals. I tell colleagues this and they still ask, "So, what do you get out of it?" I tell them that I hopefully get to be a better teacher than I was yesterday, because this interaction constantly equips me with new ways to approach old topics with, from my point of view, increasingly younger students.

As I'm writing this, it's a particularly warm Thursday night and I'm sitting in front of my open window listening to the coyotes frolicking in the canyon and checking out the lights across the way from my partial canyon view. Hold on, what's that I hear? A police helicopter overhead! Must be some students causing some trouble! Oh no, my mistake. It's just the tram passing by. All is quiet up here in Cuyamaca Hall.



For a complete listing, click on the news and events section of USD's Web site at www.sandiego.edu.

APRIL

18-21

Practicing Peace and Justice Conference & American Indian Festival

The 13th Annual Social Issues Conference, co-sponsored by the American Indian Educational Festival. Events include a 7:30 p.m., April 18, talk and book signing by Winona LaDuke, Native American activist, and a 9 a.m., April 19, Kumeyaay blessing ceremony, followed by a presentation from Albert Smith, WWII Navajo Code Talker. For information, call (619) 260-4798.

21

Opera Workshop

Features a variety of scenes from opera, zarzuela and musical theater. 2 p.m., Shiley Theater. \$8 general, \$6 students and seniors, \$5 with USD ID.

23

"Prelude to Kosovo: War & Peace in Bosnia & Croatia"

Screening and discussion with the film's director, John Michalczyk. The film addresses the ideology of "ethnic cleansing" and resulting massacres. 6:30-8 p.m., Institute for Peace & Justice Auditorium. Free.

24

Family Business Forum Breakfast

7:30-10 a.m., Manchester Conference Center. For information, call Jodi Waterhouse, (619) 260-4231.



26

USD Symphony Goes All-American

Fund-raising concert for USD Symphony Scholarships includes works by American composers Ruth Crawford, Gershwin, Copland, Bernstein and Julia Smith. 8 p.m., Friday, April 26, and 2 p.m., Sunday, April 28. Shiley Theatre. \$8 general, \$6 students and seniors, \$5 USD students.

27

Graduate Theater Arts Production

The comedy "Psychopathia Sexualis" is performed at 8 p.m. nightly through May 4. Studio Theater, Sacred Heart Hall. \$8 general, \$5 students.

30

Celebrating Women in the Military: Past & Present

Invisible University event featuring Kay Khrono, retired Navy commander. 2-3:30 p.m., Manchester Conference Center. Free, reservations required. Call (619) 260-4815.



Sixth Annual Sister Sally Furay Lecture

Given by Olivia Ruiz, professor of anthropology, El COLEF-Tijuana, Colegio de la Frontera Norte. 7 p.m., Manchester Conference Center, followed by a reception. Free. (619) 260-4090.

MAY

2

Zarzuela!

Spanish Baroque opera excerpts performed by USD Choral Scholars with members of San Diego Baroque, La Monica and the San Diego Opera. 11:30 a.m. pre-concert lecture, followed by 12:15 concert. French Parlor, Founders Hall. \$8 general, \$6 seniors and students, \$5 with USD ID. (619) 260-2280.



5

Orange County Alumni Happy Hour

Join alumni and friends and support USD Alumni Jorge Lujan '91 and Jason Luhan '93, owners of What's Cooking? Bistro. 5 p.m.-8 p.m., What's Cooking? Bistro, 2632 San Miguel, Newport Beach. (949) 644-1820. For information, contact Kelly Kreisle '97, kellykreisle@hotmail.com.

7

"Afghanistan"

Invisible University event with Bonita Chamberlain, international businesswoman who worked in that nation. 2-3:30 p.m., Institute for Peace and Justice. Free, reservations required. Call (619) 260-4815.

9

"World Peace is Inevitable"

Robert Muller, chancellor at Universidad de la Paz, Costa Rica, speaks on achieving peace. 5:30-7 p.m., Institute for Peace and Justice Auditorium. Free.

10

Espagnoleta!

Spanish- and Latino-influenced songs through the ages. Benefit concert for Anne Swanke Memorial and Sister Rossi Scholarships. USD University Choir, Women's Choir and Choral Scholars. 8 p.m. and 2 p.m., May 12. Founders Chapel, Founders Hall. \$8 general, \$6 students and seniors, \$5 with USD ID.

18

LSAT Prep Course

9 a.m.-5 p.m. Saturdays, through June 8. Fee. For information, call (619) 260-4579 or log on to www.sandiego.edu/testprep.

25-26

Commencement

Graduates from the School of Law, undergraduate and graduate programs receive their diplomas in the Jenny Craig Pavilion. See page 7 for times and details, or call (619) 260-4735.

JUNE

24-26

Fourth Annual International Center for Character Education Conference

Educators from throughout the world learn how to raise children of good character, teach virtues in our schools and communities, and discuss ethics. Peter Yarrow, of Peter, Paul & Mary fame, is featured. Student winners of the Laws of Life essay contest will be honored. For information, log on to www.teachvalues.edu.





Warmer temperatures and longer days means Spring has sprung on campus. Drop by and treat yourself to a riot of color at Alcalá Park.

reflection

USD



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